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Towards a New Integrated Approach to the Teaching of Oral Expression: the Case of Second Year BA (Licence) Students at the Department of Letters and English, University of Fréres Mentouri, Constantine 1.

Thesis Submitted to the Department of Letters and English in Candidacy for the Degree of an LMD Doctorate in Linguistics and Applied Languages

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Dedication

This work is wholeheartedly dedicated to:

My beloved parents 'Hacene and Khadra', who have been my source of inspiration and strength. I am forever thankful to them for their unwavering belief that I can achieve so much

My second parents 'Mouni and Boudjemaa', who continually provided their moral, spiritual and emotional support

My loving husband 'Imed Eddine', who has been a constant source of advice and encouragement

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Abstract

This study investigates the teaching of Oral Expression to second year Licence students at the Department of Letters and English; it studies the method(s) implemented and seeks to find out whether a pre-defined syllabus is available. A pre-experimental study was conducted to investigate the teaching of this module using a teachers' questionnaire, classroom observations, and a teachers' interview. The questionnaire revealed that the majority of the teachers are unaware of language teaching methods, due to the unavailability of teacher training programs. The classroom observations and the teachers' interview confirmed the absence of a syllabus, a fact which led teachers to be randomly free in their teaching as they deliver completely heterogeneous contents. On the basis of these findings, the present research sets out to suggest an eclectic approach and an integrated syllabus to teach this module. It aims at proving the importance of designing and providing a well-defined program mainly based on the students' needs and interests. Another equally significant aim is to shed light on the teaching of interactional skills to help the students become more communicatively competent. We hypothesized that if teachers of Oral Expression followed a pre-defined syllabus, their teaching process would be more coherent and the students would achieve more homogeneous results. We also hypothesized that if the students were introduced to aspects of interactional talk, they would improve their interactional skills and communicative competence. The two hypotheses are tested by means of a pre-test and post-test design in which one control group and one experimental group are involved. The results obtained validate both hypotheses. The students in the two groups attained utterly heterogeneous levels of skills acquisition. And after introducing the students in the experimental group to aspects of talk as interaction and conversational techniques, their interactional skills have improved, and they have been able to produce a natural conversational output.

List of Abbreviations

BBC: British Broadcasting Corporation

CALL: Computer Assisted Language Learning

CELTA: Certificate in English Language Teaching to Adults

CSRS: Conversational Skills Rating Scale

EFL: English as a Foreign Language

ELT: English Language Teaching

ENS: Ecole Normale Supérieure

ESA: Engage Study Activate

ESL: English as a Second Language

FLT: Foreign Language Teaching

GTM: Grammar Translation Method

L1: First Language

L2: Second Language

STT: Student Talk Time

TTT: Teacher Talk Time

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General Introduction

General Introduction

Language teaching is a challenging process that needs, not only talent, but also sufficient knowledge about its underlying theories and related aspects, methodologies, approaches, strategies, planning, and techniques. Having this background knowledge is crucial for teachers in order to make sensible decisions about WHAT a group of learners, in a particular context, should be introduced to or taught, and HOW that content should be delivered. In order for the teaching process and the learning process and outcomes to be fruitful and successful, careful selection of the teaching approach and methodology (HOW), and the content to be taught (WHAT), is to be made by the teacher. The latter's decision should be mainly based on the students' needs and interests, in addition to a number of other factors such as the context of the situation, class size and students' number, material availability, and time. Thus, the teacher's role should not be limited within the classroom walls as an instructor who mainly gives information and provides knowledge for his learners; however, a teacher should play the role of the decision maker and syllabus designer. So as teachers can play these role efficiently, teacher training programs (pre-service and in-service) need to be available.

1. Statement of the Problem

From our experience as a students and as teacher of Oral Expression at the Department of English, we have observed that the teaching of this module is incoherent and heterogeneous. There is no syllabus available for the teachers to follow, and each teacher has the absolute freedom to choose what to introduce to the learners of the same level/year. This observation was confirmed by the results obtained from the pre-experimental study that was conducted by the researcher-teacher by means of a teachers' questionnaire, classroom observations, and a teachers' interview. A number of facts about the teaching of Oral Expression at the Department of English was revealed. First of all, the teachers' questionnaire revealed that the majority of the teachers

are unaware of foreign language teaching methods and approaches and their underlying principles, which, according to the findings, is mainly due to the absence of teacher training programs. The classroom observations and the teachers' interview confirmed the unavailability of a syllabus to teach Oral Expression to second year Licence students, and that there is no coherence or collaboration among the teachers who deliver different and heterogeneous contents and adopt different approaches and methods.

Language teaching methods are often subject to heated debates and many contrasting viewpoints especially in the EFL context. The search for the right method or approach that best suits the EFL context has often been the concern of researchers in the field. In order to make appropriate decisions on what method or approach to adopt, teachers should be knowledgeable enough about the main English Language Teaching Methods as well as their underlying principles, techniques, and strategies. For efficient and successful implementation of a particular method or approach, teacher training programs are needed. Medjahed asserts "In the absence of specialized institutions devoted to the training of teachers, each teacher relies on his own experience in deciding about the strategies and improves himself (if ever he does) individually. Observation shows that many Algerian English teachers teach just the same way they were taught" (75). However, in the case of the Department of English, teaching methods are not the only issue as mentioned earlier, but also the absence of a precise syllabus or program to teach Oral Expression.

2. Aim of the Study

The present study investigates the teaching of Oral Expression at the Department of English. It aims at suggesting a new integrated approach and a new eclectic syllabus to teach Oral Expression to second year Licence students at the Department of Letters and English, University of Constantine 1. It also seeks to suggest teaching interactional skills and aspects.

Moreover, this study suggests a more active and a freer role for the teachers of this module. They are more active as they get to be the decision makes and the syllabus designers. They should collaborate and work on producing and creating a well-organized syllabus (including both content and approach or method), with common and well-defined objectives that best meet the needs and the interests of the students. They are freer in the sense that the syllabus is their own production and selection, not one that is imposed by educational authorities. Teaching in this case is considered as a dynamic process, in which the teachers are free to define the content and borrow any necessary elements from existing EFL teaching approaches, and decide upon the strategies and techniques to be used according to what they see appropriate to the context in which the language is taught, the learning conditions, and the learners' needs. However, once the content is defined, the approach is selected, and the objectives are set, all teachers are required to respect them and abide by what have been designed in order to assure the coherence of the teaching process, and the homogeneity of the learning outcomes.

3. Research Questions

The present study is an attempt to answer the following questions:

1- Are teachers of Oral Expression free or bound in their teaching methods and approaches?

2- Are teachers provided by teacher training programs?

3- Are teachers aware and knowledgeable enough about EFL teaching methods and approaches?

4- What are the methods and approaches adopted by Oral Expression teachers?

5- What are the roles played by the teachers?

6- Are teachers of Oral Expression provided by a syllabus to teach this module?

7- What is the content introduced to second year Licence students by Oral Expression teachers?

8- How coherent and homogeneous is the teaching of Oral Expression at the Department of English? How does it affect the learning outcomes?

4. Research Hypotheses

In the light of the research questions, we hypothesize that:

1- If teachers of Oral Expression follow a pre-defined and common syllabus, their teaching process will be more coherent, and the students will achieve homogeneous results.

2- If students are introduced to aspects of interactional talk, their interactional skills will improve, and they will be able to produce more natural interactional output.

5. Means of Research and Procedure

To verify the hypotheses of the study, we have firstly conducted a pre-eperimental study by means of: a teachers' questionnaire, classroom observations, and a teachers' interview, which all targeted the teachers of Oral Expression in order to reveal some facts about the teaching of this module at the Department of English. On the basis of the findings, we have opted for an experimental design, more specifically, a pre-test post-test, Control Experimental group design. Before the experiment, a students' needs analysis has been conducted, on the basis of which an integrated syllabus to teach interactional skills has been designed and created by the researcher-teacher. Two groups of students (Exp. G and CG) have received different learning opportunities and have been introduced to different contents, so that their oral performances can be compared to test the efficiency of the designed syllabus. The control group has been introduced to a variety of topics with a focus on debates, discussions, and role-plays, but with no reference to any related skills, techniques or strategies. On the other hand, the experimental group has been introduced to the created syllabus and provided with instruction of interactional skills following a particular organizational pattern. The pre-test has been administered to evaluate the students' interactional skills, which reflects their awareness of them. The instructional period is meant to help the

students to improve and acquire their skills, and to raise their awareness of the various aspects and techniques of interactional talk. The post-test is intended to verify the effectiveness of the applied syllabus on the students' interactional output.

6. Structure of the Thesis

The present thesis is made up of seven chapters: the first three ones comprise the theoretical survey, and the four last ones the practical part. Chapter One, "EFL Teaching Methods", deals with a number of foreign language teaching methods and their principles, and gives examples of their application in the language classroom. It also introduces the concept of eclecticism in language teaching and suggests how the discussed EFL methods can be integrated in order to teach the speaking skills. Finally, it provides a brief description of the difference between approach, method, and procedure.

Chapter Two "Teaching the Oral Skill", presents a definition of the speaking skill. It also highlights the speaking styles, and the various features of the spoken discourse. Besides, it describes the different functions of speaking, and draws a distinction between three major types of talk: talk as interaction, talk as transaction, and talk as performance. Moreover, it shows the relation between interactional talk and transactional talk. In addition, this chapter throws some light on the importance of teaching interactional talk, what to teach in conversation, and conversational routines. It also sheds light on aspects of talk as interaction such as: conversation starters, turn-taking, back channeling, and so on. Besides, it highlights the importance of the listening skill in teaching conversation. It describes interactional lessons and the various interactional activities as well as materials. Finally, it gives some account of the importance of teaching culture, and describes the relation between culture and conversation.

Chapter Three, "Lesson Planning and Syllabus Design", deals with lesson planning, and describes the different components of a lesson plan. It sheds light on syllabus in foreign language teaching. In addition, it discusses syllabus design including: approaches to syllabus design,

syllabus planning, needs analysis information, types of needs analysis, learning goals, and the selection of syllabus units. Besides, it draws a distinction between the different types of syllabuses. It throws light on eclectic syllabuses, and it gives some account to teaching material in syllabus planning. Finally, it discussed testing and assessment, and sheds some light on testing oral proficiency.

Chapter Four, "Pilot Study", is devoted to the practical side of the study. It is concerned with the teachers' questionnaire, classroom observations, teachers' interview, and the students' needs analysis. The findings and reported and discussed. Light is cast on some facts about the teaching of Oral Expression at the Department of English. Besides, it provides information about the students' expressed needs and interests.

Chapter Five, "A Suggested Syllabus and Approach", is devoted to the description of the syllabus designed by the researcher-teacher. It shows how different existing syllabuses are mingled in order to suggest an integrated one. It also describes how aspects from different EFL teaching methods are adopted in order to propose an eclectic one. Besides, the present chapter provides a detailed explanation of the major components of the syllabus. Finally, it describes the pattern suggested for lesson planning, and provides a series of lessons that mainly aim at teaching interactional talk.

Chapter Six, "Students' Use of Conversational Skills", is devoted to the experimental design. The latter intends to measure the impact of teaching interactional aspects on the students' conversational English. Description of the sample, test and instruction is provided. Moreover, the analysis and interpretation of the results obtained from the experiment under the pre-test and post-test conditions are presented.

Chapter Seven, "Pedagogical Implications and Recommendations," based on the outcomes of the previous chapters, it outlines the implications of the present research and offers recommendations for Oral Expression teachers.

We recommend that Oral Expression teachers should be provided by teacher training programs in order to raise their awareness about the various language teaching methods and approaches. By gaining this knowledge, teachers will be able to make more informed decisions about what to include or what to adopt when designing a syllabus to teach this module. So, we suggest that teachers should be given the opportunity to play the role of the decision makers and syllabus designers, because they know best about their students' needs and interests. It is also recommended a syllabus (created by the teachers themselves) should be made available. The designed syllabus needs to be applied by all the teachers of Oral Expression, who will work towards realizing the same objectives by the end of the instruction.

Chapter One:

EFL Teaching Methods

Chapter One

EFL Teaching Methods

Introduction

English Language teaching methods constitute one of the areas that have received a lot of attention in the past few years. Researchers, pedagogues, and teachers such as Richards, Nunan, and Larsen-Freeman have been searching for the appropriate methods to teach English in various contexts, and which help learners master the language and become both communicatively and grammatically competent. Richards and Rodgers state that:

> The proliferation of approaches and methods is a prominent characteristic of contemporary second language and foreign language teaching. To some, this reflects strength of our profession. Invention of new classroom practices and approaches to designing language programs and materials reflects a commitment to finding more efficient and more effective ways of teaching languages. (iv)

The environment and the needs of the learners differ from one country to another and from one school to another. Many scholars, such as Richards and Larsen-Freeman, consider EFL teaching as a dynamic process. According to Sierra "To consider FLT as a process means that teaching is not static but changing to respond to new needs and demands, as teachers, applied linguists and educationalist can prove" (110). Teachers need to tailor their teaching according to the environment and the needs of their learners. From this we can understand that one teaching method might not suit all contexts, and probably more than one should be used to meet the various needs and fit in different contexts. According to Richards and Rodgers "The classroom teacher and the program coordinator have a wider variety of methodological options to choose from than ever before. They can choose methods and materials according to the needs of the learners, preferences of teachers, and constraints of

school or educational setting" (vii). Individual methods were introduced to different EFL settings and research showed how most of them failed to meet the needs of the learners and to fit the environments they were applied in. The shortcomings and the gaps of the methods always led to their decline and the emergence of a new one. Sierra mentions that every EFL teaching method "[…] was not superseded by a subsequent one as soon as it appeared but, rather, it went on living, the new one superimposing on the former. […] the appearance of a new method corresponds with a loss of expectation of the former one along with the progressions of theory, research and experience of school practice" (112). On the other hand, Nunan states that "It has been realized that there never was and probably never will be a method for all" (228). No one of the EFL teaching methods seemed to be the final remedy.

The current chapter of this research focuses on some of the main methods and approaches that were adopted in the EFL context. Their characteristics, principles, and techniques will be listed. These methods are: Grammar-Translation Method, Oral Method, Audio-Lingual Method, and Communicative Language Teaching. For the review of these methods we will answer ten questions which were mentioned in Larsen-freeman's book 'Techniques and Principles in Language Teaching', in order to provide a more precise analysis and explanation of each method:

    a.   What are the goals of teachers who use this method?
    b.   What is the role of the teacher? What is the role of the students?
    c.   What are some characteristics of the teaching/learning process?
    d.   What is the nature of student-teacher interaction? What is the nature of student-student interaction?
    e.   How are the feelings of the students dealt with?
    f.   How is language viewed? How is culture viewed?
    g.   What areas of language are emphasized? What language skills are emphasized?
    h.   What is the role of the students' native language?

i. How is evaluation accomplished?

j. How does the teacher respond to the students' errors? (7).

I. 1 The Grammar Translation Method

This method first appeared in the 19th century; it was adopted in both ESL and EFL contexts. It emphasizes the mastery of grammatical structures of the target language. This implies that this method somehow neglects the speaking skill; it stresses that the learners should be trained to understand grammatical structures and translation. Rogova states that in the Grammar Translation Method (GTM):

> The book is the essential teaching aid. The assumption is that proficiency in the language can be acquired by learning a set of grammatical rules, to which the language is supposed to conform, and that by mechanically applying these rules, speed and fluency will grow with the use of the language. Primary objectives are the mastery of the graphic skills, i.e., reading and writing, with secondary attention to hearing and speaking, translating and the working out of various exercises which require the application of grammar rules to selected data (12).

I.1.1 Principles

a. What are the goals of the teachers who use the Grammar-translation Method?

Fotos states that "[…] a structural syllabus is generally used, accuracy is emphasized, grammar is taught deductively through rule learning, speaking and listening are generally neglected, vocabulary is drawn from the reading text, and the sentence is the unit of teaching and practice" (Ch.36). According to Larsen-Freeman, teachers teach students the grammatical rules and the vocabulary of the foreign language in order to achieve their main aim of making the students capable of reading its literature (17).

b. What is the role of the teacher? What is the role of the students?

The teacher plays an authoritarian role, and the students follow his instructions.

c. What are some characteristics of the teaching and the learning process?

Students learn how to translate passages from the target language to their native language. Then, they are given the grammar rules and are asked to take them by heart so they apply them later in exercised and examples, in this way grammar is taught deductively.

d. What is the nature of teacher-student interaction? What is the nature of student-student interaction?

Interaction in these classes goes only one way, from the teacher to the student. The students hardly ever interact (Larsen-Freeman 17-18).

e. How are the feelings of the students dealt with?

This was not taken into consideration.

f. How is the language viewed? How is the culture viewed?

Richards acknowledges that "The goal of foreign language study is to learn a language in order to read its literature […]" (3). Students are taught literary language as it is the main focus of this method, and the speaking is almost neglected. Literature and fine arts are parts of culture (Larsen-Freeman 18).

g. What areas of language are emphasized? What language skills are emphasized?

Richards points out that reading and writing are the two most important skills students need to develop, that is why teachers focus on vocabulary and grammar. On the other hand, speaking, listening, and pronunciation are given little importance (3).

h. What is the role of the students' native language?

The teacher provides explanation of difficult words students might encounter in the target language using the native language (Larsen-Freeman 18). Richards states that "The students' native language is the medium of instruction" (4). Learners' mother tongue is used more than the foreign language in the classroom.

i. How is evaluation accomplished?

In the tests, students are usually asked to translate texts from or to their mother tongue. They may also have to answer questions about the culture of the foreign language, in addition to some grammar activities.

j. How does the teacher respond to student errors?

Error correction is fundamental (Larsen-Freeman18-19).

A teacher adopting GTM in his classes usually follows a typical lesson plan. Larsen-Freeman has illustrated this plan by observing one of the classes at one of the universities in Colombia where the teacher used GTM. The class consisted of 42 students (11). The following is a summary of the lesson divided into stages:

I.1.2 Classroom Observation

For a more detailed explanation of how GTM can be adopted in the classroom, Larsen-Freeman provided enough information on how a typical lesson's stages should be divided and dealt with.

Stage One

The teacher gives the students a passage from Mark Twain's life on the Mississippi, 'The Boys Ambition', and asks them to read it. Once they are done reading, they are asked to translate the passage. After that, the teacher explains unfamiliar words and answers their questions in their mother tongue 'Spanish'. For instance, a student asks, 'What is Paddle wheel?' the teacher replies 'Es und rueda de paletas'.

Stage Two

The students are asked to answer comprehension questions from the text in English. They first demonstrate the first question and its answer together. After that, they answer the rest silently and individually. The students usually answer two other kinds of questions; the first is related to their understanding of the passage and thus making inferences; for instance, 'Do you think the boy was ambitious?' 'Why or why not?' In the second type of questions, they speak of their own experience in relation to the passage, for example, 'Have you ever thought about running away from home?' After 30 minutes, the teacher asks each one (in Spanish) to read one question and its answer, if one fails to answer, the teacher gives a chance to another or corrects it himself.

Stage Three

On the second page, the students find another exercise in which they are asked to translate (to Spanish) words extracted from the passage. For example, the words are 'ambition', 'gorgeous', 'loath', 'envy', and 'humbly'. In case they cannot translate them, the teacher gives the answers. Then, they are instructed to find the antonyms of the following vocabulary in the text: 'love', 'noisy', 'ugly', and 'proudly'. After that the teacher explains that the term ' cognates' refers to English words which look like the Spanish ones, and he

illustrates by saying that the English suffix '-ly' is the equivalent of the Spanish one '-dad' or '-tad', then he gives an example from the text: 'Possibility' and 'Posilibidad'. Students spot all the cognates in the passage; then they translate them into Spanish.

Stage Four

In this part of the lesson, the learners deal with the grammar. They revise two-part verbs and their meaning from their books. In case they find unfamiliar ones in the passage, they give their equivalent in Spanish. Next, the teacher gives them the rules explaining the difference between separable and inseparable phrasal verbs and the position of the object with each. Then, he gives examples of both types; 'Put away' (separable), and 'go over' (inseparable) and uses them in sentences. The students try to identify all the phrasal verbs in the text and categorize them. In case they face difficulties they are allowed to use dictionaries or ask for the teacher's help. Next, they are given sentences with blanks to fill with the appropriate two-part verb. In the end, they read the answers aloud.

Stage Five

The teacher gives his students a list which consists of two columns; the first has the words the students encountered in the passage along with their translation in Spanish, and the second contains idioms and their equivalents in Spanish too. Then he assigns them to take the translations by heart and use the English ones in examples, or probably write a composition about a specific topic. He might also ask them to restate grammatical rules and memorize different tenses (Larsen-Freeman 11-14).

I.2 The Direct Method

According to Rogova in his book 'Methods of Teaching English', the Direct Method came as a response to the Grammar-Translation Method. The main goal of teaching the foreign language shifted to the mastery of communication skills. People needed the language to communicate with foreigners as a result of the development of industry and international trade and the colonial expansion. It is called 'direct' because unlike the Grammar Translation Method, the Direct Method eliminates the use of the learners' mother tongue to explain a given word. Instead, it tries to connect the word in the foreign language 'directly' to the concept it denotes (12-14). Thus, the Grammar-Translation Method no longer served the needs of the foreign language learners; that is why it was neglected and replaced by a more beneficial and practical one which is the Direct Method. It is then obvious that the principles of the Direct Method contradict those of GTM.

I.2.1 Principles

a.   What are the goals of the teachers who use the Direct Method?

The teachers' aim is to make the students able to think and communicate in the target language (Larsen-Freeman 28). Richards mentions that the German scholar F. Frank states that "a language could be best taught by using it actively in the classroom. Instead of using analytical procedures that focus on explanation of grammar rules, teachers must encourage direct and spontaneous use of the foreign language in the classroom" (9).

b.   What is the role of the teacher? What is the role of the learner?

The role of the learners is more active than in Grammar-Translation Method. The teacher controls the lesson, but he acts more like the students' partner in both the teaching and the

learning process (Larsen-Freeman 28). Richards acknowledges that "The teacher replaced the textbook in the early stages of learning" (9).

c. What are the characteristics of the teaching and the learning process?

Instead of using the learners' mother tongue to explain the meaning of a phrase or a word in the foreign language, the teacher uses realia, pictures and pantomime. As the syllabus used in this method is based on real life situations (for instance, the language used in the airport or in a restaurant), the learners act out situations from the everyday life using the foreign language to communicate. Concerning grammar, the teacher uses an inductive approach to teach it i.e. students are given examples and they are expected to deduce the rule by themselves. New words are learned by using them in examples.

d. What is the nature of student-teacher interaction? What is the nature of student-student interaction?

The interaction goes in three ways: from the teacher to the student, from the student to the teacher, and among students too

e. How are the feelings of the students dealt with?

They are not taken into account in the Direct Method.

f. How is the language viewed? How is culture viewed?

Spoken language is emphasized over the written one. Learners are taught language related to real life situations. Culture is taught through a presentation of the history of the native speakers of the foreign language, their daily life, and the geography of English speaking countries.

g. What areas of language are emphasized? What language skills are emphasized?

Although it focuses on the teaching of all language skills, the Direct Method gives more importance to vocabulary than grammar, and to speaking more than reading. So, reading and writing usually come as follow up activities to speaking. Pronunciation is also fundamental.

h. What is the role of the students' native language?

The use of the mother tongue is completely eliminated

i. How is evaluation accomplished?

Students are evaluated through the use of the foreign language either orally or through writing.

j. How does the teacher respond to students' errors?

The teacher uses different techniques to let students correct themselves (Larsen-Freeman 28-30).

I.2.2 Classroom Observation

Larsen-Freeman observed an English class in an Italian lower secondary school. The class consisted of 30 students who studied English for an hour three times a week.

Stage One

The teacher brings a map of the United States and places it in front of the students and then asks them to open their books to read a passage entitled 'Looking at a Map'. Each student reads a sentence from the passage; meanwhile the teacher shows them areas mentioned on the map.

Stage Two

After reading, the students start asking questions about the passage. For instance, one asks 'what a mountain range is?' The teacher explains by drawing it on the blackboard and

the learner understands. Another one asks about the meaning of 'between', and the teacher illustrates by giving an example from the class 'you are sitting between Maria and Geovanni'.
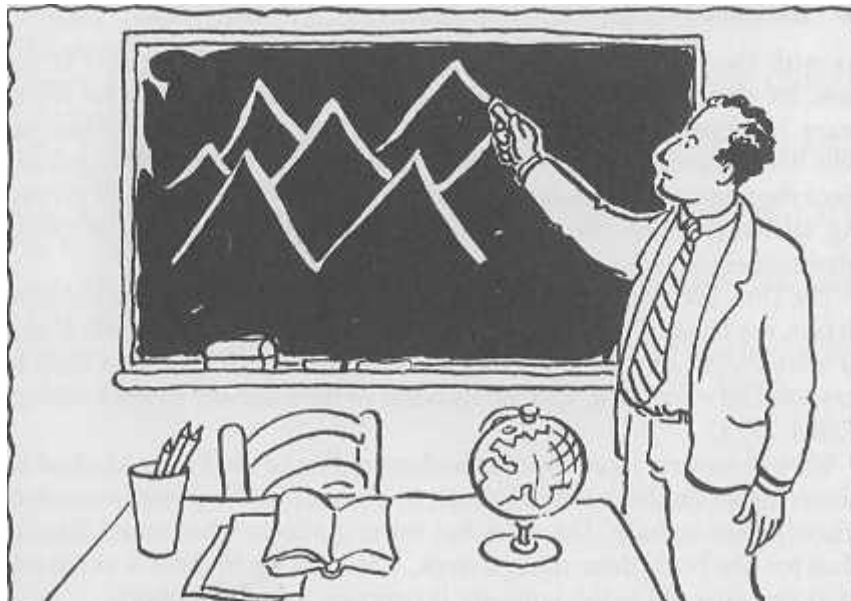
Fig.1: Direct Method in Language Teaching (Larsen-Freeman 24).

When they finish asking, the teacher starts asking them other questions about the passage for a couple of minutes. For example 'Class, are we looking at the map of Italy?' the students answer 'No'. Then he reminds them to give full answers instead of the short ones; so they answer, 'No, we aren't looking at the map of Italy'. Even the students might ask few questions and their classmates respond together. The teacher also checks students' pronunciation and corrects it. For example one student asks ' Where are the Appalachian Mountains?', but she mispronounces ' Appalachian', the teacher gives the correct pronunciation and make sure all the students say it right as he anticipates that all of them may encounter the same problem with long words. 'What is the ocean in the West Coast?' another asks; in this case the teacher does not allow them to answer and says '… in the West Coast?' or '… On the West Coast?' The student corrects himself and repeats the question using the correct preposition and all the class answers together 'The ocean on the West Coast is the

Pacific'. For more practice, the teacher asks further questions to illustrate the use of the prepositions 'in, on, at, to, between'; they answer and give their own examples.

Stage Three

At this stage, the students are asked to answer fill in the gaps exercises; they read and give the answers loudly, for instance:

The Atlantic Ocean is…. the East Coast.

The Rio Grande is….Mexico and the United States.

Edoardo is looking…. the map.

After that, the teacher dictates a paragraph about USA geography. In the two remaining sessions, the students will do the following:

• Revise the features of US geography

• Students will be instructed to name those features on an empty map drawn by the teacher on the black board.

• Deal with pronunciation

• Write a composition about the topic of the passage they read.

• Talk about the importance of punctuality in the US by discussing the proverb 'time is money'; then, they share and compare their own points of view about the topic (23-26).

I.3 The Audio-lingual Method

Richard and Rodgers state that the term Audiolingualism " was coined by professor Nelson Brooks in 1964 (who) claimed to have transformed language teaching from an art to science, which would enable learners to achieve mastery of a foreign language effectively and efficiently" (48). It is similar to the direct method as they are both oral-based. But, unlike the direct method, the audio-lingual method is based on drilling grammatical sentence patterns,

instead of focusing on vocabulary by exposing learners to its use in situations in order to acquire it (Larsen-Freeman 35).

It is called Audio-lingual because it aims at the development of both listening and speaking skills. Speaking is primary in foreign language learning while writing is secondary, because language is a system of sounds used for social communication, and children acquire spoken language before the written one. Developing reading and writing skills could be the sole goal of learners, but before that they should not skip a significant stage where they develop their speaking and listening skills for a better mastery of the foreign language (Rogova 21).

I.3.1 Principles

Larsen-Freeman answered the following questions about the principles underlying the Audio-lingual Method.

a. What are the goals of teachers who use the Audio-lingual Method?

Communicative use of the foreign language is the teachers' goal. In order to achieve this, learners need to get over their old habits which they acquired from the mother tongue and form new ones in the foreign language so they can use fluently without hesitation (Larsen-Freeman 45). Richard and Rodgers state that audiolingualists "advocated a return to speech-based instruction with the primary objective of oral proficiency, and dismissed the study of grammar or literature as the goal of foreign language teaching" (52).

b. What is the role of the teacher? What is the role of the student?

The teachers' role is to direct and control students' language behavior and to be a model of imitation for them. Learners follow his example or he might provide them with tracks of native speakers too. Following the teachers' instructions, learners try to answer as accurate and quick as possible (Larsen-Freeman 45).

c. What are some characteristics of the teaching/learning process?

Dialogs are used to introduce grammatical patterns and vocabulary; then they are learned through repetition and imitation. The teacher reinforces the correct answers given by the learners. Grammar is taught inductively. Cultural information is introduced by the teacher or in the dialog. Reading and writing are considered as follow up activities to oral practice (Larsen-Freeman 45-46). According to Rogova, real-life communication situations are widely used (22).

d. What is the nature of teacher-student interaction? What is the nature of student-student interaction?

The teacher is the one who starts and guides the interaction. Students interact with each other in chain drills and when they act out the dialog, but a great deal of this interaction occurs between teacher and students.

e. How are the feelings of the students dealt with?

They are not taken into consideration by this method.

f. How is language viewed? How is culture viewed?

Students are taught language used in every-day life situations. In the beginning they start with simple structures and the level of complexity increases according to the development of their level. Concerning the cultural aspect, they deal with the behavior and lifestyle of the foreign language speakers (Larsen-Freeman 46).

g. What areas of language are emphasized? What skills of language are emphasized?

Richard and Rodgers acknowledge that "[…] the focus in the early stages is on oral skills, with gradual links to other skills as learning develops. Oral proficiency is equated with accurate pronunciation and grammar and the ability to respond quickly and accurately in

speech situations. The teaching of listening comprehension, pronunciation, grammar, and vocabulary are all related to the development of oral fluency." (52)

h. What is the role of students' native language?

To avoid interference between the two languages, students' native language is completely rejected; they use only the foreign language in the classroom. The teacher provides his students with a contrastive analysis of the two languages only when interference is most likely to happen (Larsen-Freeman 47). Rogova states that "It is admitted to supply meaning to the student […] by whatever props, pictorial materials, or pantomimic gestures, is preferred" (21).

i. How is evaluation accomplished?

In the test, the students deal with different points of the language. They might be asked to spot the difference between minimal pairs or give the correct verb form to be used in a sentence.

j. How does the teacher respond to students' errors?

Errors are not tolerated (Larsen-Freeman 47).

I.3.2 Class Observation

Larsen-Freeman observed an English class in Mali where the Audio-lingual method was used. The class comprised 34 students aged between 13 and 15 years. They took this class 1 hour, 5 days a week.

Stage One

The teacher reads a dialog between two people while the students listen carefully knowing that it should be memorized in the end. Their teacher gives them instructions in English and tries to explain the meaning in English too or through using gestures.

SALLY: Good morning, Bill

BILL: Good morning, Sally
SALLY: How are you?
BILL: Fine, thanks. And you? SALLY:
Fine. Where are you going? BILL: I am
going to the post office. SALLY: I am
too. Shall we go together?
BILL: Let's go together

Next, she reads the conversation again, but this time she asks them to repeat each line several times. When they get to the sixth line "I am going to the post office." they face some difficulties repeating it (because of the complexity of its grammatical structure). The teacher in this case uses what is known as 'backward build-up drill', which means that she divides the sentence into smaller segments, making the students repeat the two last words first and add one more each time.

TEACHER: Repeat after me: post office.
CLASS: Post office. TEACHER: To
the post office. CLASS: To the post
office. TEACHER: Going to the post
office. CLASS: Going to the post
office.
TEACHER: I'm going to the post office.
CLASS: I'm going to the post office.

After that, she reads the dialog to her students while they listen to her attentively as they are supposed to imitate her later. When she finishes reading, she takes Sally's part and all her students read Bill's; then they exchange roles. She divides the class into two groups; one reads Bill's lines and the other Sally's (and vice versa). Once more, she divides the class into boys and girls (girls take Sally's part; boys take Bill's). All this takes place under the teacher's control and guidance in case they fail to follow her model.

Next, the chain drill is used to practice four lines from the conversation. This practice gives each student the chance to practice the lines individually, and the teacher in this case can spot each student's weakness to provide more practice. The teacher takes the first lines from the dialog (the greeting) and demonstrates with one of the students. They follow her example as each student greets the one sitting next to him and so forth till the last one greets the teacher again. Finally, some of them are instructed to act out the whole conversation.

Stage Two

a) Substitution Drill

At this stage, the drill is somehow different, in the sense that the teacher picks up one sentence from the dialog, and asks them to substitute a word from it with another one she provides. First, she tries to exemplify: 'I am going to the post office.' And shows them a cue which is a picture of a bank, and she says 'the bank'; she stops for few seconds and says 'I am going to the bank.' They follow her model, and whenever she utters a cue and shows the picture, they replace the word immediately and answer in chorus. They keep on drilling examples three times in a row. When this is finished, they do it once more, but this time without having the teacher read the cues (she just shows them the pictures).
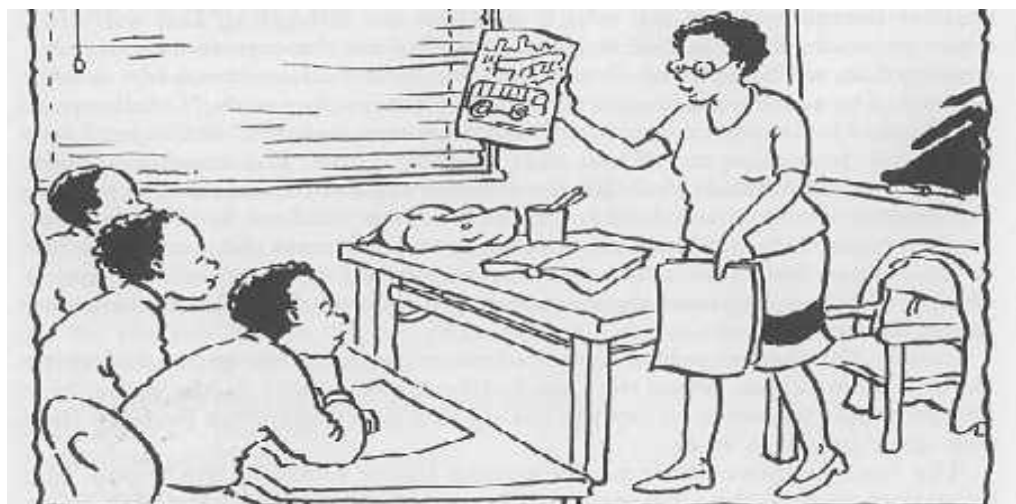
Fig.2: The Audio-lingual Method in Language Teaching (Larsen-Freeman 38).

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The teacher continues with the rest of the sentences in the dialog; however, this time they are instructed to replace the subject pronoun which in turn means they should change the form of the verb 'to be' too. This phase could be a little bit challenging for them. The teacher does not use pictures; she just points at one of the students 'a boy for instance'; they understand that the subject pronoun 'he' is the one that should be used instead of 'you' in the question 'how are you?', for example.

The teacher raises the challenge. The students need to recognize what part of speech the word given by the teacher belongs to; then they use it in the line selected from the dialog.

b) Transformation Drill

The students are supposed to change the sentences from one form to another, for instance, from affirmative to interrogative or from negative to positive. The teacher gives an example from the dialog; 'she is going to the post office' and asks them to turn it into a yes/no question, then she gives the answer 'is she going to the post office?' Following her model, the students transform about 15 sentences.

c) Question and Answer Drill

The teacher uses the pictures of the location she used at the beginning of the class; she exemplifies holding a picture of a park and asks 'are you going to the park? And, then, she answers 'yes, I am going to the park'. After that, she chooses one student at a time (not all the students) to answer her questions rapidly. They also practice negative answers. When she makes sure that everybody got the point, this time she requires them to answer in chorus. She might also trick them, for example by holding up a picture of a particular location and asks them about a different one so they learn to give a negative answer; she praises them when giving right answers. She also pays attention to their pronunciation and tries to correct it and work on it.

By the end of the class, they review the dialog one more time. She reads it then she divides the class into two groups and instructs one to read Sally lines and the other one read Bill's. But this time she notices that they read it fluently without any hesitation.

Later during the classes of the week, they may go over the dialog again, adding more lines to it which consist of new words for the students to learn. Also, they might have a little practice to distinguish between countable and uncountable nouns. The teacher considers pronunciation too as she predicts that her students might face difficulties. She uses minimal pairs for more explanation of the difference between particular sounds and for practice.

By the end of the week, the students dictate the dialog to the teacher so that she writes it on the board, then they copy it on their notebooks. She may erase some of the words and they try to find them. She might also ask them to write some example sentences like the ones they have practiced using the new words they have learned.

A game, which is related to the topic of the dialog, is played on Friday. The game is called "supermarket alphabet game" in which students are supposed to use one letter from the alphabet at a time to talk about food they would like to get from the supermarket.

When finishing the game, the teacher makes a presentation comparing supermarkets in the USA and open-air markets in Mali. She answers all her students' questions. They might also start making the distinction between the American and the Malian football as an introduction for the lesson of the coming week (36-42).

I.4 Communicative Language Teaching

In the mid 1960's, the audio-lingual Method was discarded in the United States of America because it focused on the linguistic aspects of the language rather than the functional ones. Also, Situational Language Teaching used to be the dominant approach to teaching English in Britain, but it started to fade away in the late 1960's, due to the changes brought by the British Applied Linguists to the educational system as they started questioning the

effectiveness of its theories. The British applied linguists Howatt, Candlin and Widdowson focused on 'the functional and the communicative potentials of the language' which received scant attention in the different teaching approaches which existed at that time. A new approach known as the Communicative Approach to Teaching emerged (Richard and Rodgers 64).

So, the focus of ELT shifted towards a more practical perspective of the language, rather than a theoretical one. The structure of the language was not completely neglected, but it was given a secondary place because learning a language is knowing how to use it. Richard and Rodgers point out that CLT has two major goals "(a) make communicative competence the goal of language and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication" (66). According to Candlin, the Communicative Approach is considered as a cover term for a variety of classroom practices, its main goal is the learners' acquisition of the communicative competence and the main focus of the theories underlying this approach is language use in real life communication situations (qtd. in Richards and Rodgers, 155).

I.4.1 Principles

a. What are the goals of the teacher who uses Communicative Language Teaching?

Nunan acknowledges that "….we need to distinguish between knowing various grammatical rules and being able to use the rules effectively and appropriately when communicating" (12). This means we need to learn how to use the language to communicate. Learners should be aware that various patterns can convey the same function, in the same way one pattern can be used to perform different functions. They should also be able to select the

suitable pattern according to the social context and the roles of the participants as well as managing meaning negotiation.

 b. What is the role of the teacher? What is the role of the student?

   In a communicative activity the teacher takes the role of the advisor in case the learners face some difficulties in handling the situation. He may also act as a guide whenever there is an argument between the learners on a specific point in the communication taking place in the classroom. In this type of activities, the teacher does not take part in the communication because he may interrupt the learners' natural process of acquiring the communicative skills. This does not mean that the teacher's role is not potent; he becomes an active observer rather than a leader of the interaction taking place (Littlewood 19).

   Richards and Rodgers also provide a more detailed list of the several roles a teacher plays in a communicative classroom. First of all, he is *the needs analyst, i.e.* he is responsible for identifying the learners' language needs and for providing the means to meet them. He is also the *counselor,* which means he takes part in the communication. Through his engagement, he attempts to match the participants' intentions and interpretations by rephrasing and commenting on what has been communicated. Moreover, the teacher should not interrupt the learners to correct grammatical, lexical or strategic mistakes. Instead, he notes them down to take them into consideration when preparing for subsequent activities or when he guides '*the debriefing of the activity'* (78-79).

   According to Breen and Candlin, in a communicative classroom the learner is a negotiator within a group of learners in a communicative activity. He shares as much information as he receives when the activity is taking place. Then learners exchange knowledge and interact with each other; not with the teacher. As a cooperative approach, Communicative Language Teaching stresses that the learners or the participants are all in

charge of both the failure and success of the communication (qtd.in Richards and Rodgers 98).

c. What are some characteristics of the teaching/learning process?

Games, role plays and problem solving tasks are examples of communicative activities students take part in, in a communicative classroom. Morrow (in Jonson and Morrow 1981) state that, Information gap, choice and feedback are common characteristics of the communicative activities. Communicative Language Teaching is also characterized by the use of authentic materials and group work which gives the students more opportunities to communicate among each other.

d. What is the nature of student-teacher interaction? What is the nature of student-student interaction?

The teacher plays the role of the facilitator and sometimes a co-communicator. He also creates situations which stimulate communication among students. A great deal of communication occurs among students without the teacher's interference.

e. How are the feelings of the students dealt with?

The ability to communicate in the foreign language serves as a source of motivation for the students as it makes them feel that they have a purpose to learn. Each one of them is given the chance to share his own ideas, arguments and points of view, as well as communicating with each other and the teacher which in turn gives them a sense of security.

f. How is language viewed? How is culture viewed?

In the Communicative Approach, language is mainly used for interaction. The linguistic knowledge of the language, its different functions, language structures and their meanings are all part of the communicative competence the learners need to acquire. For instance, the learner should know that one language structure can convey different language functions and vice versa (different language structures convey one function). But all this cannot be used

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without considering the context of the situation (Larsen-Freeman131-132). Savignon states that "[…] sociolinguist Berns (1990) stresses that definition of a communicative competence appropriate for learners requires an understanding of sociocultural contexts of language use" (639). So, culture and language are closely related in the sense that if a learner ignores the social situation in which he is involved during the communication, he may misuse his linguistic knowledge appropriately to convey a particular meaning, to achieve a specific purpose. Larsen-Freeman defines culture as "the everyday lifestyle of people who use the language" (131).

g. What areas of language are emphasized? What language skills are emphasized?

A functional syllabus is sometimes used as language functions are the focus of this approach. The complexity of the forms and functions introduced increases as the learners become more proficient in the foreign language. Students deal with the language at the discourse level. The four language skills are taught.

h. What is the role of the students' native language?

The foreign language is used for interaction and during communicative activities. The mother tongue is allowed, but hardly ever used.

i. How is evaluation accomplished?

Students' accuracy and fluency are both assessed. The mastery of structure and vocabulary does not make a successful communicator. The teacher can evaluate the students in two different ways; formally and informally. The latter implies that he assess their performance while co-communicating with them. The former means that he might use an

integrative test which appears to be structural but an absolute communicative function underlying it (e.g. writing a letter to a friend).

j. How does the teacher respond to students' errors?

One of the major principles of the Communicative Approach is that errors made by learners are just part of their acquisition of the target language, and they are just indicators of their progress in learning the language. When the communicative activity is taking place, the teacher should not interrupt and correct his students' pronunciation or grammar errors (they should be tolerated) while they speak. The teacher should take notes of the most common mistakes made by the learners, so that he focuses on them later in other accuracy activities (Larsen-Freeman 132).Richards states that the main objective of learning the language is the learner's ability to produce both accurately and fluently. And in order to achieve this aim, through their learning process, the learners are going to make error, go through trials and creative language use (22).

I.4.2 Classroom Observation

Larsen-Freeman observed a class which consisted of 20 high-intermediate, adult immigrants in Canada who lived there for two years.

Stage One

After greeting the students, the teacher gives them hand-outs written on both sides. One of the sides consists of a sport report taken from a newspaper in which the journalist discusses anticipations about the World Cup winner. He instructs them to read it and highlight the predictions mentioned. When they finish, they are asked to read them while he writes them on

the board. After that, the students and the teacher have a discussion about which anticipations, according to the reporter, sound more likely and which ones do not. Examples are:

Malaysia is very likely to win the World Cup this year.

France probably will not be a contender again.

The students look at these predictions on the board and try to give equivalents to each expressing the same degree of certainty. For instance, one student might say 'Malaysia will probably win the World Cup'. Then, they are asked to turn the paper to find all the sentences taken from the report scrambled. The teacher instructs them to number them in the correct order they appeared in the report; then they check if their answers match.

Stage Two

At this stage, the students play a game in which the teacher divides them into groups of five and gives a deck of thirteen cards for each. Each card has a picture of one sport equipment. In every group, four students are given three cards each (nobody shows his cards), and there is one card faced down on the table. But the fifth student does not get any; instead he has to guess what each student is going to do next weekend. All the students get the chance to participate in the game.

Stage Three

The students discuss some anticipation the teacher reads for them, expressing their opinions about the likelihood of each and try to back up their arguments. The teacher and the students neglect errors made by some students during the discussion.

Next, the teacher divides the students into groups of three, giving one member a paper which contains six pictures that compose a story, but without words. The student with the paper shows the first picture to the other members who should predict what can happen.

Fig.3: Communicative Approach (Larsen-Freeman 124).

When they finish with the first paper, the teacher gives them another and the students exchange roles.

Stage Four

This is the final stage where the students role paly. They are divided into groups of four acting like employees in a specific company, and one student in each group plays the role of the boss. They discuss some issues and changes that might be brought in the company when merging it with another. Before starting to role play, the students are given few minutes to prepare themselves, and the teacher tries to help them out by answering their questions and advising them.

After fifteen minutes of role playing, the students are given the opportunity to ask their teacher questions about vocabulary and expressions related to the topic. In the end, the teacher gives them homework. He asks them to listen or watch a political debate between two candidates and try to guess who the winner of the elections will be. They write a composition about it so that they read it in the next session (121-125).

I.5 Eclecticism

In addition to all the methods and approaches that have been analyzed through this chapter, there is one more approach to teach English which is considered as an integration of the different existing teaching methods, approaches, techniques, and activities. This is known as the Eclectic Approach. Luo and Yang explained how eclecticism was applied at one of the universities in China. According to them, the eclectic method is considered as a combination of all four language skills: speaking, reading, writing, and listening. It is also believed that most teachers favor the use of an integrated method such as adopting both Grammar-Translation Method and Communicative Language Teaching in their classrooms, by applying only the positive aspects of each and disregarding the negative ones. There are five characteristics for an effective application of an eclectic method in teaching: "1) determine the purposes of each individual method; 2) be flexible in the selection and application of each method; 3) make each method effective; 4) consider the appropriateness of each method and 5) maintain the continuity of the whole teaching process, and divide the operation into three stages: a) teacher-centered at the input stage; b) learner-centered at the practice stage; and c) learner centered at the production stage"(qtd in Gao 363).

I.5.1 Eclecticism vs. Principles of Eclecticism

In 2002, Brown suggested 'Principled Eclecticism' in order to tackle the question: 'How can teachers evaluate the efficiency of the different teaching and learning theories?' A sufficient understanding of language teaching and learning requires a thorough understanding of theories related to them. For this and to address the question, according to Brown, principled eclecticism allows teachers to choose what is appropriate to their dynamic context. It also gives them the opportunity to take part in a teaching process of 'diagnosis, treatment and assessment' in the sense that teachers are required to "diagnose proper curricular treatment for learners' needs in their specific context, make effective pedagogical designs for appropriate objectives, and assess accomplishment of curricular objectives." (qtd. in Gao 365).This means that teachers should not be restricted by a given teaching theory. Teachers should be the ones who choose among the various approaches and techniques based on their knowledge and study of the needs of their students and how suitable is the context. Sticking blindly to a single method without a close consideration of the previously mentioned factors does not always guarantee successful results. Also, restricting teachers' freedom to select the best techniques and methods that work well for them, and limiting them to one method can actually decrease their productivity and creativity, which in turn can affect students' motivation and learning outcomes negatively.

In fact, eclecticism can be observed among some existing teaching methods. Weideman suggests that if we review the history of teaching methods, one might notice that some of them are actually based on previous ones or they are just an improved version of them. One example is the audio-lingual method which is the outcome of combining both Grammar Translation Method and the Direct Method, focusing on the four language skills as shown in his chart:

	Listening	Speaking	Reading	Writing
Grammar-translation method	—	—	✓	✓
Direct method	✓	✓	—	—
Audio-lingual method	✓	✓	✓	✓

Fig.4: Audio-Lingual Method as an Eclectic Method (Weidman 7).

The Natural Approach is one more example, in the sense that it is considered as an "extension" of the theory and principles of the Direct Method. Thus, as long as there is this relation and this type of "continuity" among the methods and how each one of them usually builds upon the other, we can say that these teaching approaches are basically eclectic (7).

A line should be drawn between two types of eclecticism. The first is the one employed by a teacher who seeks to integrate various techniques and methods in his classroom, based on his practical experience. The second is the one implemented by a course designer, based on a more complex theoretical basis.

The area of teaching methods has been the concern of researchers, syllabus designers and teachers for several decades. The insights derived from all the compiled findings and theories served as an asset, in the sense that the existing language teaching data helps in making sensible choices among the various methods to create an integrated method (Brown 39). All EFL teaching methods now are considered as a gallery that teachers can choose from its different techniques, strategies, and activities and mingle them in a logical, coherent way that best suits the learners' needs and the context without imposing a specific one.

Brown asserts that "Method, as unified, cohesive, finite set of design features, is now given only minor attention. The profession has last reached the point of maturity where we recognize that the diversity of language learners in multiple worldwide contexts demands an

eclectic blend of tasks, each tailored for a particular group of learners in a particular place, studying for a particular purposes in a given amount of time" (39-40).

Teachers' knowledge of the multiple teaching methods, approaches, techniques and activities is very helpful and necessary to make sensible, logical and effective decisions on what to include in their lessons and adopt in their classes. Brown stresses that an 'enlightened eclectic' teacher designs his own approach on the basis of his prior knowledge as a learner, observations, readings, teaching experience and discussion. The interconnection between all these components contribute to a well-designed syllabus, tailored according to different contexts. This rationale is dynamic and changes as the teacher's learning and teaching processes improve and expand, and as long as the teacher is well-informed and up-to-date with the new research findings related to language and language learning. Dynamic teaching entails a connection between the approach and the classroom practice. Risk-taking (implementing new techniques) and self-development (from feedback), stem from the approach itself which result in new ideas for future classroom practices (40).

In some context, there are teachers who have never received any type of training or preparation which is really important in forming new teachers and developing and improving the teaching practices of the experienced ones. In such cases and contexts, teachers rely on their own previous knowledge and background they have related to teaching and learning.

Brown states that 'intuition' about the basis of teaching can always help in developing one's approach especially in the lack of teaching experience. To plan a lesson and to highlight one's approach, this is a list of 'potential' choices a teacher can select from taking into account the effect of the contextual variable on those choices which might cause an alteration of the previous selections.

i. Language classes should focus on
   a. Meaning
   b. Grammar
ii. Students learn best by using plenty of
   a. Analysis
   b. Intuition
iii. It is better for a student to
   a. Think directly in L2
   b. Use translation from L1
iv. Language learners need
   a. Immediate rewards
   b. Long-term rewards
v. With new language learners' need
   a. Tough and demanding
   b. Gentle and emphatic
vi. A teacher's feedback to the student should be given
   a. Frequently
   b. Infrequently, so students will develop autonomy
vii. A communicative class should give special attention to
   a. Accuracy
   b. Fluency

For instance, if a teacher chooses fluency to be the focus of his lessons, he might always switch to accuracy if a specific task demands that. The ability to make such selection from the previous list proves that one has a teaching intuition, which is the first step towards building and approach that actually springs from prior experiences. Teaching approaches vary from a teacher to another. The main reason is that teaching is dynamic and there is always room for some 'tinkering'. Modification occurs according to the teacher's observation, experience… etc. (40-42).

I.5.2 How Can EFL Teaching Methods and Approaches Be Used Eclectically to Teach Speaking?

Although some of the previously mentioned EFL methods might not seem suitable to teach the oral skill, they have some really useful and eclectic points and principles which teachers can apply to improve students' speaking at different levels.

Grammar Translation Method can be applied to teach students how to speak accurately. That's why learners should have a good grammatical background. Also, one of the principles of the Direct Method entails teaching vocabulary, structures and expressions which can be used in daily communication, and it also stresses the importance of teaching grammar and pronunciation. So, all these components contribute to the students' accuracy and fluency. Audio-lingual Method emphasizes the acquisition of a native like pronunciation through drilling for correct pronunciation of words, and this is one aspect of this method which can be implemented to enhance the learners' fluency. Finally, Communicative Language Teaching has improving students' speaking skills as its main principle. So, by combining techniques from the different EFL teaching methods in order to teach the oral skill, we might create a richer syllabus which helps students master it and become both accurate and fluent speakers.

1.6. The Difference between Approach, Method, and Procedure

The terms approach, method, and procedure are sometimes confused, that is why it is important to draw the difference between the three. First of all, an approach can be defined as theory. In other words, it represents the theoretical background that defines a given way of teaching. Secondly, a method is the practical realization of that set of theories through the implementation of a number of related techniques, tasks, and activities. Harper defines method as the way language is taught and it includes a set of techniques that mirror a given

belief about language teaching (95-96). Brown asserts that Edward Anthony's definition entails that:

> A 'method' was the second of three hierarchical elements, namely approach, method, and technique. An approach according to Anthony, was a set of assumptions dealing with the nature of language, learning, and teaching. Method was described as an overall plan for systematic presentation of language based upon a selected approach. Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. (14)

However, this view of the three previously mentioned elements has changed as Richards and Rodgers suggested different naming for them. The three components have changed from approach, method, and technique, to approach, design, and procedure. The first one refers to the beliefs and theories related to the nature of both language learning and language teaching. The second one, which is design, is concerned with the specification of the relation between those beliefs and assumption, and classroom materials and activities. The third element 'procedure' refers to the techniques that stem from the theory and the design. Their concept of method has also changed to considering it as 'an umbrella term for the specifications and interrelation of theory and practice (Brown 14).

Using 'method' as an umbrella term, Richards and Rodgers provided a more detailed description of method's components as shown in the following figure:

```
                    ┌─────────────┐
                    │   Method    │
                    └─────────────┘
        ┌──────────────────┼──────────────────┐
 ┌─────────────┐    ┌─────────────┐    ┌─────────────┐
 │  Approach   │    │   Design    │    │  Procedure  │
 └─────────────┘    └─────────────┘    └─────────────┘
```

Approach

    a.   A theory of the nature of language

An account of the nature of language proficiency

An account of the basic units of language structure

    b.   A theory of the nature of language learning

An account of the psycholinguistic and cognitive processes involved in language learning.

An account of conditions that allow for successful use of these processes.

Design

    a.   The general and specific objectives of a method

    b.   A syllabus model

Criteria for the selection and organization of linguistic and/ or subject matter content

    c.   Types of learning and teaching activities

Kinds of tasks and practice activities to be employed in the classroom and in material

    d.   Learner roles

Types of learning tasks set for learners

Degree of control learners have over the content of learning

Patterns of learner groupings that are recommended or implied

Degree to which learners influence the learning of others

The view of the learner as a processor, performer, initiator, problem solver, etc.

    e.   Teacher roles

Types of functions teachers fulfill

Degree of teacher influence over learning

Degree to which the teacher determines the content of learning

Types of interaction between teachers and learners

    f.   The role of instructional materials

Primary function of material

The forms material take (e.g. textbook, audiovisual)

Relation of materials to other input

Assumptions made about teachers and learners

Procedure

    a.   Classroom techniques , practices, and behaviors observed when the method is used

Resources in terms of time, space, and equipment used by the teacher

Instructional patterns observed in the lessons

Tactics and strategies used by teachers and learners when the method is being used.

Fig.5: Summary of the Elements and Sub-elements that Constitute a Method (Richards and Rodgers 28).

Conclusion

Language teaching methods provide the grounds for an organized and effective teaching and learning processes. Teachers need to be knowledgeable enough about the underlying principles of each method in order to be able to make sensible decisions which ones to apply or to discard (taking into consideration a number of other factors such as context and leaners' needs) in order to achieve particular objectives. Being aware of the diverse EFL teaching methods gives teachers into what teaching entails and gives them more

freedom and room to choose among the various techniques and activities to provide a rich and varied learning environment to guarantee a better learning of all or one of the main skills namely, listening, reading, writing, and speaking. For the acquisition of the latter knowledge about the speaking skills and their different aspects is also necessary in order to decide what methodological features should be adopted to help learners master it.

Chapter Two

Teaching the Oral Skill

Chapter Two

Teaching the Oral Skill

Introduction

Learners of English have various purposes, but the main and ultimate goal for most of them is to become proficient speakers of the language. Mastering the oral skill has become the major focus especially for those seeking successful communication in the target language. For this reason, a lot of research has been conducted to explore and develop effective strategies, techniques, and methods to teach this skill which might help learners better acquire it. According to Richards "[…]learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency" (19).

II.1 Definition of the Speaking Skill

Another term which is usually confused is 'aural'. The two terms 'oral' and 'aural' are not synonyms as some may think; actually, they refer to two different but strongly related skills Learners of English aim to use the language in order to communicate their ideas in an interactive active environment, to perform various actions and convey different meanings using multiple functions. Speaking is an active rather than a passive task. Harmer states that it is not "[…] controlled language practice where students say a lot of sentences using a particular piece of grammar or a particular function […] The kind of speaking we are talking about here is almost always an *Activate* exercise" (87).

Language skills are divided into two main types: productive and receptive. The former refers to any piece of language produced by the learner whether spoken or written, and the latter refers to any piece of language the learner receives through listening or reading, (Nunan 48). Thus, it can be inferred that in the two receptive skills the learner is at the input stage and is generally passive, in the sense that his main purpose is to acquire, learn, and store information which will later be needed at the output stage in which the learner is more active while actualizing and performing the abstract patterns he has received and putting them into action. Nunan adds that the term channel describes "the medium of the message (aural/ oral or written). Thus, speaking is the aural/oral skill. It consists of producing systematic verbal **utterances** to convey meaning" (48).

Many may confuse between the oral skills and the speaking skills, and some may even think that they refer to the same concept, that is why a distinction between the two has to be made. These two terms cannot be used interchangeably. Speaking is considered as one of the oral skills. According to Brown, "more often than not, ESL curricula that treat oral communication skills will simply be labeled as 'listening and speaking' courses" (267). namely speaking and listening, as explained by Mckenzie-Brown, "The two most basic skills , listening and speaking, sound exactly alike when we describe them as oral and aural skills. 'Aural' language, of course, refers to language as we hear it. 'Oral' language is what we say". The term aural is also defined in the Oxford dictionary as "connected with hearing and listening" (83).

In order to achieve successful communication, the participants are required to comprehend what is being said so they can answer and communicate their thoughts correctly. This means that the participants should have good listening comprehension skills. From this we can deduce that, to develop learners' communicative competence, teachers should focus on

developing their listening and speaking skills. For instance, Rivers states that "speaking does not of itself constitute communication unless what is said is comprehended by another person" (196).

In a nutshell, to avoid all sorts of confusion, the term 'speaking skills' will be used as an umbrella term for both speaking and listening skills. The following section of this chapter will cover both skills under the heading of speaking skills.

II.2 Speaking Styles

When a bunch of friends is having a chit-chat in a coffee-house, they tend to use informal language and a casual style. Whereas, a group of employees having a meeting with the CEO in their company, the degree of formality is higher i.e. a more polite and formal style is to be used.

Richards asserts that speaking styles are a significant aspect of conversation. They change according to the context in which the participants are undertaking the conversation. The setting, age, gender, role, and status all contribute to determine the required style. Moreover, a change at the level of lexical, phonological, or grammatical structure might be made to create the appropriate speech style, for instance:

- Have you seen the boss? / Have you seen the manager? (lexical)
- Whachadoin? / What are you doing? (phonological)
- Seen Joe lately? / Have you seen Joe lately? (grammatical) (21).

Brown and Levinson noted that a crucial aspect to keep the balance in social relations is the appropriate use of speaking styles which depends on the various roles played by the participants of different or equal social status, thus, generating the required sense of politeness (qtd. in Richards 21).

II.3 Features of the Spoken Discourse

The spoken discourse has many characteristics which make it distinct from the other language skills. These are listed by Luoma as follows:

- Composed of idea units (conjoined short phrases and clauses)
- May be planned (e.g. , a lecture) or unplanned (e.g., a conversation)
- Employs more vague or generic words than written language
- Employs fixed phrases, fillers, and hesitation markers
- Contains slips and errors reflecting online processing
- Involves reciprocity (i.e., interactions are jointly constructed)
- Shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context. (qtd.in Richards 19)

II.4 Functions of Speaking

Speech functions are to be taken into account for a successful and effective syllabus design, material development, and lesson planning. When people interact, they perform different functions in accordance to their roles and the speech event. Richards suggested an extended version of Brown and Yule's categorization of speaking functions. In addition to interactional functions and transactional functions, he added talk as performance. The three are different in terms of structure, function, and teaching approach (21).

II.4.1 Talk as Interaction

It is the type of talk when people intend to socialize. It is commonly referred to as 'conversation'. The participants and the way they introduce themselves are more important than

the message itself. The situation determines whether the interaction is going to be formal or casual (Richards 22).

In order to communicate effectively, and perform in a manner that best reflects their identity and social status, the participants should be aware of their roles in different social contexts and the various social functions each situation implies or presents.

Brown and Yule listed the most important characteristics of talk as interaction; he believes that it:

- Has a primarily social function
- Reflects role relationships
- Reflects speaker's identity
- May be formal or casual
- Uses conversational conventions
- Reflects degrees of politeness
- Employs many generic words
- Uses conversational register
- Is jointly constructed.   (qtd.in Richards 22)

Whether it is a formal or a casual interaction, talk, as interaction, cannot be carried out randomly. There is a set of key skills to be mastered. These are cited by Richards in the following list: conversation starters and making small talk, topic selection and a suitable speaking style, use of humor and stories, use of speaking turns, interruption and adjacency pairs, and closing conversations (23).

Some learners might not feel the need for this type of talk, but once they are involved in a similar situation, they will be utterly lost and a communication break-down might occur. For this,

an EFL learner should be armed with such skills, no matter how unnecessary they may seem. An arsenal of various communication skills will always be useful in unexpected situations the learners could go through. In most cases, the learners are unaware of how crucial is the mastery of these skills. They are sometimes unaware of their own needs. Here the teachers should step up and draw their students' attention to the multiple functions the language performs and how their mastery contributes to their communicative competence.

II.4.2 Talk as Transaction

When giving a lesson on how to design a web page, the focus is on the meaning, the explanation, and the understanding of the different aspects of this topic. Then, learners can be involved into more activities for more practice and to guarantee a better understanding of what is introduced. In this situation, the teacher and the learners are less important. This type of talk is called 'talk as transaction'.

According to Richards, "Talk as transaction refers to situations where the focus is on what is said or what is done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other" (24).

The classroom is not the only environment where this type of talk takes place. Richards mentioned a number of situations, such as ordering a meal in a restaurant, asking for directions, making a phone call for getting flight information, getting some groceries from the supermarket…etc. (25).

Two types of talk as transaction were introduced by Burns. In the first type, the focus is on communicating and understanding the exchanged information successfully, for instance,

making a call to get flight information. Accuracy receives little importance. On the other hand, the aim of booking a hotel room or buying groceries from the supermarket is, respectively, to get goods and to obtain a service (qtd.in Richards 26).

Talk as transaction has the following characteristics as listed by Richards:

- It mainly focuses on the information and the message (not the participants)
- Communication techniques are to be used to make oneself understood
- The use of common questions, repetition, and comprehension checks
- Accuracy is not a priority
- Negotiation and digression are somehow common

For the mastery of talk as transaction, a couple of skills need to be acquired. The learners should be taught how they can express their needs or intentions, how to describe an object or a place, how to agree and disagree, how to compare, how to explain and prove a point of view, how to make suggestions, how to ask for explanations and ask questions, and finally how to affirm information (26).

II.4.3 Talk as Performance

A candidate in the presidential elections delivers a speech in a campaign in front of a huge number of audience, explaining and informing them about his expected presidential program, a PhD. student presenting her research results in her viva voce, an architect introducing his project in a meeting with his boss, colleagues, and a bunch of sponsors are all examples of talk as performance. According to Richards, "this refers to public talk that is talk that transmits

information before an audience, such as classroom presentations, public announcements, and speeches" (27).

The features of talk as performance make it easy to distinguish it from the other types of talk that have already been discussed. First of all, the most appealing difference is at the level of the form; unlike the two previous types (dialogue), this has the structure of a monolog. It also has a common, predictable format. It is similar to written rather than spoken language. The message and the audience are highly important, but it focuses more on form and accuracy. Finally, the effectiveness of this type of talk is measured according to its influence on the audience. The skills of talk as performance are all related to its features, in the sense that the learner should only apply and follow them all in addition to some pronunciation skills and eloquence (Richards 27-28).

Unlike talk as interaction, talk as performance is more predictable and has fixed features which make its mastery somehow easier. In talk as interaction, the participants cannot anticipate all types of social situations in which they can be involved, and its skills are far more sophisticated. This is the reason why most students score really high when their tests are about making presentations, but once they are engaged in a spontaneous social context (e.g. a role play), their performance is mostly evaluated as poor, which is mostly the case at the Department of English, Mentouri University 1.

II.4.4 Relation between Interactional and Transactional Talk

As explained earlier in this chapter, transactional talk and interactional talk serve two different functions. But, the truth is that there is always a possibility that these two overlap at some point. Brown explains that our daily life interpersonal interactions may involve aspects of

transactional talk (250). Nunan asserts that "both interactional and transactional functions can co-exist in any given interaction, and interactions themselves are more-or-less interactional and more-or-less transactional (in fact many utterances have both an interactional and a transactional function)" (21).

Thus, when teachers plan their lessons to teach conversation, there is a chance for transactional aspects to be embedded into interactional activities or the other way around. A formal conversation with the aim of getting information might sometimes turn into an informal, casual social exchange. For this, an occasional link between two types of talk will create a rich syllabus. In this case the learners work on the mastery of one type of talk, while they are introduced, from time to time, to another type which can also prepare them for the next stage of their learning process in mastering the speaking skill of the foreign language.

II.4.5 Importance of Teaching Talk as Interaction (Conversation)

Of all the previously mentioned types of talk, the interactional one is the most difficult. It is also the most commonly needed and used type among foreign language learners, because it is the essence of day-to-day communication. Its mastery is necessary because it determines whether the learner's ability to carry on a conversation in the target language which is, in turn, essential in the foreign language mastery. Rivers stresses "communication derives essentially from interaction" (qtd.in Shumin 208). Brown states that "when someone asks you 'Do you speak English?' they usually mean: can you carry on a conversation reasonably completely?" (267). This shows the value of teaching conversation and conversational strategies to help learners accomplish their goal of being successful communicators in the target language. According to Shumin, the ability to communicate in the target language is

compulsory because most of our daily communication is interactive. Therefore, this requires teachers to plan and discuss a range of appropriate topics which gives the learners ample chances to practice meaningful interactive behavior (208). Nunan affirms that " To most people mastering the art of speaking is the single most important aspect of learning a second or a foreign language, and success is measured in terms of the ability to carry out a conversation in the language" (27).

II.4.5.1 What to Teach in Conversation

In teaching conversation, there are many aspects that teachers need to take into account. It might be hard to deal with the features all at once, but with a precise and a smart plan to introduce each at a given appropriate stage of the learners' language proficiency, teachers might achieve the goal of improving their learners' conversational skills, which will in turn develop their communicative competence. Richards listed the points that need to be highlighted and dealt with in the classroom: Firstly, students need to learn both transactional and interactional talk, their routines and how they are used. Another point to be introduced is conversation starters (including making small talk), which are defined by the context of the situation (formal or casual). Learners need to be aware of the different social situations in which they might be involved and the different range of appropriate topics that can be discussed in each. When learning about those topics and how to open them up, it is necessary to know how to elaborate on them, and keep on talking about the same topic. Learners should also know that in the middle of a conversation, there are techniques that govern its flow. Turn-taking techniques are to be introduced, and learners should practice how to take, give, and get back a turn using

conversational cues and routines. Finally, learners are to be taught how to leave and end an interaction (79-81).

There are mainly two approaches to teach conversation; direct and indirect. In the latter, students are required to complete meaningful tasks, which are not basically designed to teach conversation. On the other hand, the former focuses on teaching each aspect, strategy, feature, and technique related to conversation (Richards 76-77).

II.4.5.2 Conversational Routines (Discourse Expressions)

Conversational routines, as the name suggests, refer to some expressions that are frequently used by native speakers in their daily life interactions, depending on the theme of the conversation, the situation, the context, the participants (age, gender, status…etc.) . It is highly recommended to teach these routines, which means that they should be included in the syllabus and in the lesson plans, and they have to be learned. Jespersen stresses that every language has some static parts, which he describes as being of the formula character. For instance, there is absolutely nothing that can be changed in expressions such as: 'how do you do?', 'good morning', 'hello', not even at the level of stress. These can be observed as a set of words functioning as a unit which, in some cases, carry an idiomatic meaning different from the meaning of the individual words (qtd.in Aijmer 1).

Richards states that, "A marked feature of conversational discourse is the use of fixed expressions or "routines," that often have specific functions in conversation and give conversational discourse the quality of naturalness" (20). Wardhaugh cited many examples of such routines which can be observed in native speakers' daily communication. For instance, there

are fixed expressions one should use to start and end a conversation, when meeting new people, when interrupting a conversation, when shopping, to open up topics for discussion, to express agreement and disagreement in debates, to teat someone to dinner…etc. such routines are necessary in one's life (qtd. in Richards 20).

The different types of conversational routines can be distinguished according to the situation in which they are employed, and the function(s) they perform in various contexts. Aijmer listed a number of these expressions, for example, exclamations (oh my goodness!), discourse organizing formula (frankly speaking), swear words (what the hell!), greetings (good afternoon), polite responses (you're welcome), small talk (what a sunny day!). Conversational routines can be categorized into three groups: *1/ formulaic speech acts* with their two types (direct, indirect). Examples are: requesting, apologizing, offering, complementing and thanking. *2/ Discourse organizing formula* which serve the organization and the coherence of the discourse or as conversation starters (conversational gambits). *3/ Attitudinal routines*, as the name suggests, are related to the speaker's attitude (2).

II.4.5.3 Teaching Conversational Routines

Teaching conversational routines is necessary as they are an integral part of the communicative competence. Native speakers use them at a really high rate in their speech. For instance, "Sorthus arrived at the figure 'one fixed expression per five words in a spoken corpus of about 130.000 words of Canadian English" (Aijmer 6). If the students learn how to use them appropriately, they will become more fluent and more proficient in the target language. There is a repertoire of conversational routines which is compiled in many spoken corpuses, which helps teachers and course designers to have easy access to them, and implement them in their lessons.

Conversational routines are to be taught for many reasons. They can be introduced without involving grammar because they are considered as units that are related to language functions. In his review of Verbal Behavior by B.F. Skinner, Chomsky stressed that in language acquisition, there is nothing wrong with imitation and memorization, in fact they are strategies that need to be implemented. Actually teaching conversational routines can be fundamental in teaching oral comprehension/ speaking (Aijmer 28).

II.4.5.4 Aspects of Talk as Interaction

Although our day-to-day interaction is mostly characterized by its casual and random nature, one can notice that there is a subtle, fixed structure that controls its organization. The conversation rules define its main features such as conversation starters, turn-taking, closings…etc. (Eid Alsaedi 41). Such sequencing serves as an outline for an organized interactive talk, be it formal or informal. For a successful interaction, EFL learners need to be aware of these patterns and should be given enough opportunities to practice each.

a. Conversation Starters

As the name suggests, these expressions serve as the key to open the conversation door. They are used to initiate an interaction and can take various forms. Cheepen and Monaghan define them as "The beginning of the conversational encounter after the exchange of formulaic greetings to signal and establish an interpersonal framework for the encounter" (qtd.in Eid Alsaedi, 41-42).

As mentioned above, there are so many ways to open up a conversation, and the most common and conventional one is by making comments. Richards states that one way to start a

conversation is by making a comment in the shared context or knowledge (e.g. Weather or traffic), and it should always induce agreement (29). The following examples are listed by Eid Alsaedi:

S1: Excuse me, where is …? (A question)

S1: This is a nice car …! (A comment on something)

S1: It is a bit warm today … (A comment on the weather)

S1: The prices in this place are simply incredible … (A general complaint) (42).

Richards suggests that teachers can introduce the learners with examples of small talk to illustrate the use of conversation starters in different contexts then give them the opportunity to come up with other similar topics to practice them (29).

b. **Turn-taking**

This refers to the process of a given social exchange where the participants are aware of their roles, when they are supposed to speak, and the duration of their talk. For turn-taking to be successful, Bygate mentioned five skills that need to be acquired: (1) signaling that one intends to take a turn (2) the ability to understand those signals (3) how to give the other speaker the turn (4) the ability to pick up the right moment to take one's turn (5) how to express oneself fully before losing the turn (qtd.in Eid Alsaedi 39).

The mastery of the afore-mentioned skills is a pretty hard task. Dornyei and Thurrel stress that the acquisition of turn-taking skills has to be "developed consciously through awareness-raising observation and listening tasks involving videoed and/or taped authentic conversation." (qtd.in Eid Alsaedi 42-43).

c. Interruption

Interruption is a common feature in any type of social exchange. Its definition in the Routledge Dictionary of Language and Linguistics is as follows: "In conversational analysis, a violation of the smooth (no-gap) functioning turn-taking due to (a) simultaneous talking (b) short pauses between turns of the same or different speaker (c) a long period of silence (lapse) of all participants (d) a delay in the turn of the designed next speaker (a significant pause)" (Bussmann 590).

There are some routines (fixed expressions) for signaling an interruption and which make it sound polite. According to Eid Alsaedi, 'set phrases' such as *'Sorry to interrupt, but my point was…/ Sorry, but I am not sure if I understand…'* can be taught explicitly where learners practice using them only, or implicitly by involving them in situations which require interruption at some point because it is unavoidable" (43).

d. Topic-shifts

More than one topic can be introduced and discussed per one casual, daily interaction. Just like any of the previous conversational aspects, there are expressions to signal shifts. According to Ervin-Tripp, conversational interaction involves a structure of topics. The choice of topic or ideational content is made at every point in the conversation except during fixed routines. We can ask who initiates topics, how stable topics are in coherent speech, and how topics are supported or changed through propositional material. Topics are initiated, supported, or changed. Clark and Schaefer have noted that participants must collaborate in starting and grounding a topic to establish shared belief that there has been mutual comprehension. Without this grounding, continuation of the topic cannot occur (248).

Shifting topics depends on the context of the situation and participants. This means that the social context as well as the social status of the participants defines how topics will be changed and what topics can be discussed as in formal contexts with strangers or superiors vs informal situations with friends and new acquaintances.

e. Adjacency pairs

According to the Routledge Dictionary of Language and Linguistics, adjacency pairs are from the Latin word *adiacens* which means lying beside or neighboring. The term was first coined by Sacks and Sehegloff. The latter state that:

> The term refers to a particular instantiation of the turn-by-turn organization of conversations. It is the affiliation of two utterance types into a pair type, where, upon production of the first pair part by the current speaker, the production of the second pair part by the addressee is relevant or expectable. Such adjacency pairs are, for example greeting-greeting or question-answer" (Bussmann 18).

Other examples of such pairs are thanking, requests and offers, apologies…etc. When one makes an offer (first pair-part), it can either be turned down or taken (second pair-part). When the first pair-part is introduced, the speaker producing the second one has two main options; either acceptance or refusal. Bussmann refers to the second pair-part as the non-preferred option, and the first as the preferred one. The former is more complex at the level of structure and production, in the sense that refusals require more sophisticated patterns. The speaker pauses for a considerable amount of time to produce the decline, he give an excuse and a reason for it (932).

McCarthy divides 'the polite refusal of the initiation' (refusal) into: appreciation, softener, reason, and face-saver. For example:

S1: Would you like to go to the movies tonight?

S2: Thanks a million, but I'm afraid I have commitments tonight, what about…

(Appreciation)   *(Softener)*   *(Reason)*   *(Face-saver)* (121).

f. Closings

These are generally expressions, phrases, or words that are used to signal the end of an interaction. According to Ervin-Tripp, in phone closings, people do not say goodbye suddenly. Actually, closing expressions are preceded by other expression that signal the end of the interaction and make putting an end to it polite as in the following example:

[B has called to invite C, but C is going out to dinner]

B: Yeah. Well get on your clothes and get out and collect some of that

Free food and we'll make it some other time Judy then.

C: Okay then Jack.

B: Bye bye

C: Bye bye

In the first turn of this phone conversation, participant B expected closing the conversation when he said 'well' and by suggesting to meet some other time, which gives participant C the turn whether to continue the conversation by shifting the topic, or to agree on closing the interaction, and this is actually what C did when he said 'OK' implying that there is nothing else to say or discuss (253-254).

g. Back channeling

In any type of interaction, the speaker always expects the listener to be attentive to his talk. The listener can use words or even gestures to display his interest. Bussmann states that the term 'back channel' was first coined in 1970 by Yngve to refer to expressions such as *uh, yes, really!...*etc. which a conversation partner uses as feedback signals to show that he is following the speaker. It is still controversial whether to categorize these expressions as turn-taking markers or merely as feedback signals (116).

For an efficient practice of back channeling, teachers can assign students conversations to analyze and fill in the gaps with the possible feedback expression(s) (Richards 30).

Small talk is another term which refers to another aspect of talk as interaction. It is basically one of the conversation starters. Richards and Renandya define it as:

> The ability to get along with people in society may correlate somewhat with how wee a person can engage in brief, casual conversation with others or in exchange of pleasantries. Talk of weather, rush hour traffic, vocations, sports events and so on may seem "meaningless", but such talk functions to create a sense of social communion among peers or other people. So, at the initial stage, adult EFL learners should develop skills in short, interactional exchanges in which they are requires to make one or two utterances at a time (208).

II.5 Importance of the Listening Skill in Teaching Conversation

In describing the relationship between speaking and listening, Brown explains that "The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse in the profession. And in the classroom, even relatively unidirectional types of spoken language input (speeches, lectures etc.) are often followed or preceded by various

forms of oral production on the part of the students" (267). From this, it can be implied that lessons to teach the oral communication should be planned with the aim to teach learners how to become good conversationalists (the main aim) in the target language, in the sense that a communication/speaking activity in which the learners will be involved takes the form of a conversation. In the latter, there are participants exchanging pieces of information to convey meaning or perform actions. The speakers provide the input for the listeners who are expected to comprehend the message being transmitted, and respond either in actions or in words. If the message is not well expressed by the speakers or not well understood by the listener, this will lead to a communication breakdown, and the participants will fail to attain the aim of successful communication. The learners need to be taught the various types of conversations they can encounter depending on the situations in which they might be involved, the techniques they should follow and the expressions they should use in each context.

II.6 Interactional Lessons

The acquisition of interactional skills requires a lot of efforts, time, and especially practice. To guarantee successful learning, various methods, techniques and strategies are to be employed taking into consideration the students' needs, level, and learning styles. Materials (if not available) can be developed by the teacher to assure better results for the designed plan. Maybe not all interactional activities can be implemented (depending on the context, classroom size, students' number…), but teachers can always tailor them according to the various existing factors if they are fully aware of them. For interactive lessons to be efficient there are mainly three elements which are to form the basis of all plans. ESA stands for: Engage, Study, Activate flexible process. The first element, 'Engage', has to do with attracting the learners' interest to the

topic of the lesson, involve them, and make them curious to explore and discuss it. Fun and engaging lessons are always remembered and well-learned. Simulating pictures, music discussions, funny anecdotes, dramatic stories, and games are all examples of engaging activities. The second element, 'Study'*,* deals with all that is structural, the rules of the language, and information is presented. At this level, students are supposed to analyze aspects related to grammar, vocabulary, pronunciation, discourse, collocations, and so on. Finally, 'Activate' is the free communication stage, where learners can practice language in its broad sense as used in every-day life contexts without being obliged to focus on only one or two of the introduced aspects of the language. Learners are allowed to employ any language form as long as it fits into the situation in which they are involved. Role-plays, advertisement design, debates and discussions, are good examples of this type of activities. It is not necessary to follow the ESA pattern as it is presented; it is the teacher's decision to re-order it the way s/he sees more efficient or suitable for the lesson, and it is even advisable not to use the same pattern so often, so that the students do not lose interest or feel demotivated following the same learning process (Harmer 25-27).
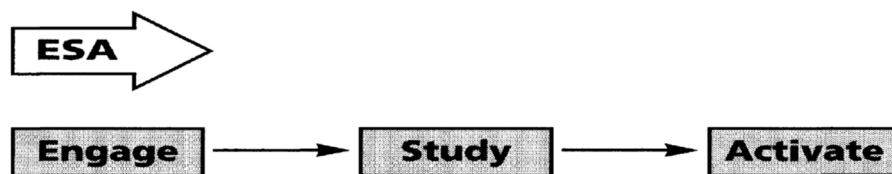
Fig.6: ESA Straight Arrows Sequence (Harmer 27).

In a nutshell, it is the teacher's call to implement the appropriate sequence for his plan, customizing the activities to reach specific goals set for learners to achieve and try to integrate various ESA sequencing for richer and more varied classes. Harmer suggests two other possible

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sequences of ESA: The first one is the Boomerang sequence EAS (A) as explained in the following graphic:
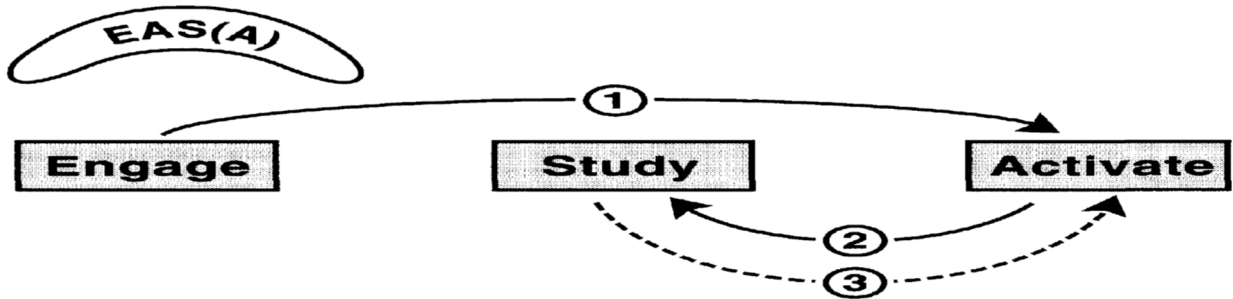
Fig.7: Boomerang Sequence (Harmer 28).

The second one is the Patchwork sequence EAASASEA…etc. It is another option for a varied lesson plan that teachers can follow. This provides a cocktail of strategies all mingled to found a well-structured plan and it can always be extended more:
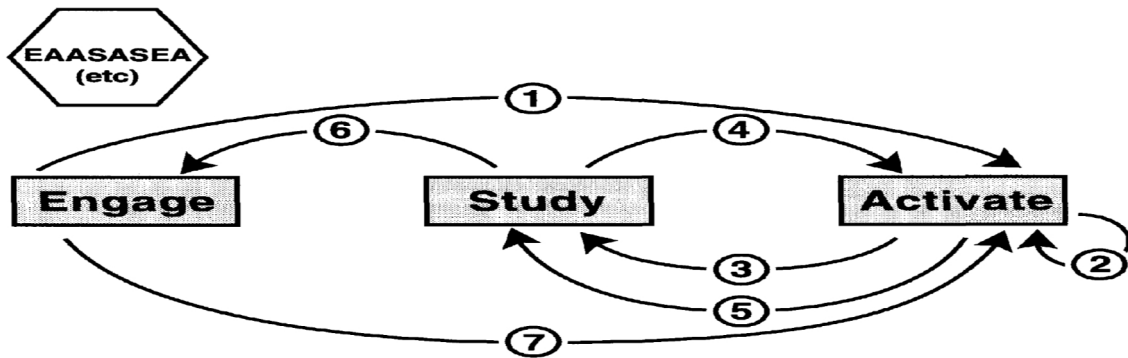
Fig.8: Patchwork Sequence (Harmer 30).

The previously mentioned sequences serve as a framework for teachers who aim to teach interactional skills. They provide them with more organized steps through which a lesson flows smoothly targeting various language aspects, and giving the students enough room and ample opportunities to work on each one of them.

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II.7 Interactive Materials and Activities

The classroom is the only environment where EFL learners get the chance to practice their language. In EFL contexts, learners might face difficulties to master the speaking skill because of lack of exposure to the target language. Hence, a gallery of engaging, instructional, and fun activities could compensate for what they might miss outside their classroom walls. They should be given a lot of opportunities to practice speaking to guarantee its mastery.

Shumin suggests that to be efficient and bring about better results interactive activities need to "(1) be based on authentic naturalistic source materials;(2) enable learners to manipulate and practice special features of language;(3) allow learners rehearse, in class, communicative skills they need in real world; and (4) activate psycholinguistic process of learning" (209).

The following activities and materials offer an integrated cocktail of teaching aids and strategies to enhance the learners' speaking skills.

II.7.1 Materials

Using different teaching aids in the classroom provides a varied and engaging environment for the learners. Also, employing different kinds of materials help the teachers meet most, if not all, the students' learning styles. Shumin listed a number of useful materials:

a. **Audio Materials**

Authentic audio materials can serve as a great source of language input. Teachers can design many activities related to the content of the listening task, taking the learners' level into consideration. A perfect example is *Jigsaw Listening* which was adopted in Northern Illinois

University. For instance, a story is divided into chunks and recorded, the students work in groups or individually, and each listens to one part and answers comprehension questions on worksheets provided by the teacher. After that, the students join each other to complete information gap activities and then discuss the story.

b. Audio-visual Materials

Audio-visual materials are considered as one of the best ways to illustrate how English is actually used by native speakers. This type of teaching materials does not only demonstrate verbal (linguistic) communication, but also non-verbal (paralinguistic) interaction. With this type, learners can exercise and experience both auditory and visual aspects. Short videos provide learners with a rich source for how language is used in different situations and the various forms and functions each situation requires. Silent videos are also very beneficial. Students can observe body language and relate it to the situation, and later they can be asked to put words to the video which will help improve their communication skills.

c. Reading Materials

Teachers can always tailor reading resources to fit for teaching speaking. A lot of reading materials, if implemented intelligently, may always come in handy to teach speaking skills. For instance, pictures and cartoon strips can be used for story telling activities. Students can also be assigned to read articles from books, websites, newspapers or magazines then prepare an oral critical analysis or a summary to present to the classroom. Other examples are: hotel brochures, menus, ads, travel brochures…etc.

d. Cultural Awareness Materials

Communicative competence requires a specific level of cultural knowledge about the countries where the target language is spoken. Foreign language learners need to know about cultural-bound rules, behaviors and life style, and it is the teacher's task to draw their attention even to the most implicit ones (210).

Teachers can also design their own materials. Developing one's own materials can be an easy task when the aim of a lesson is obvious. In some contexts, teachers might suffer from lack of teaching aids, but there is always a possibility of developing their proper, creative box of teaching tools that help reach the objectives set for their lesson, and to provide a richer teaching method.

II.7.2 Interactive Activities

Keeping the students' motivation and interest is a hard task for teachers. However, maintaining a cocktail of activities is a great way to keep them enthusiastic and eager to learn. Also, implementing different activities help enhancing the learners' skills at so many levels. Examples of interactive activities are role plays, miming, problem solving, fill in the gaps, group discussions and debates, and games. All these can be tailored according to the context, lesson goals and students' needs and learning styles. Moreover, when using games intelligently and appropriately in a lesson, they can be a great asset.

Preparing interactive activities is a task that needs a lot of efforts, devotion and time. Teachers should know about their different types, the aim of each one and how it should be used

in the classroom. Not all activities are suitable for all levels and contexts. The teacher has to consider the class size and tailor the activity depending on his students 'level.

Lavery states that students at all levels need to deal with fluency activities. It is very obvious that the rate of these tasks will vary between beginners, intermediate to advanced levels. For these activities to be efficient especially for high levels, they need to be long and detailed to practice their language more. These tasks involve telling stories or jokes, speeches, movie or book summary …etc. Also, during the speaking activities, the teacher's talk time has to be reduced to the maximum, no interference or interruption. Moreover, pre-teaching related vocabulary is one of the keys to a successful fluency activity (42).

The following is a list of activities and tasks that are to be implemented within classrooms that have the speaking skill as their focus:

In **information gap** activities dialogues reflect a natural and realistic interaction, in the sense that one of the speakers lacks information that the second speaker actually knows and is going to provide him with. This is in contrast to rigid and artificial dialogues where the students are asked to rehearse ready-made dialogues. For instance, one of the students has only little information on how to get to his friend's party; student B has all the necessary details as s/he has already visited their friend's home, in addition to a map and an invitation. Student A calls student B to ask about the needed information (Lavery 40).

We believe that **role plays** provide students with ample opportunities to experience a real-life communication situation inside the classroom. A teacher can also set pairs according to their level, in the sense that one good student works with an average one. In this way, the latter can be helped and may even learn from him at the level of language and self-confidence. Moreover,

students get to learn how to use different language functions in different social situations and contexts. Lavery suggests a strategy to use role-plays in the classroom:

> A good introduction to role play is to see a similar situation in action. A funny situation in a strip cartoon, a short clip from a video or even a clip from a comedy programme can inspire parallel situations. After reading or seeing the model, encourage suggestions of parallel situations from students and alternative vocabulary (91).

Ice-breakers are fun activities that are mostly used with new groups in order to make students feel comfortable and get over their shyness at the beginning of their first class.

At the beginning of every lesson, teachers should start with what is known as **warm-up activities.** These actually do not actually take a long time; they serve as a means of motivating the students. These can be games, intriguing questions, a short introductory video, pictures…etc. which always depend on the content of the lesson. These activities help introduce the lesson briefly in a fun, engaging and indirect way. In some cases, the provocative questions follow the warm-up and are referred to as **the lead-in** as they are more direct in introducing the subject.

In this, the students are asked to generate as many words and expressions as they can; they are, of course, related to the topic of the lesson. This is called **brainstorming** which can be done as a class activity, group activity, or in pairs. To make it more fun, the teacher can use a small ball and asks the students to pass it on to each other, and each one is supposed to say one word. Through this activity, the students get to learn new words and their correct pronunciation, and when done on the board as a class activity, they will also learn how to spell them.

Miming can be done in groups or in pairs to mime situations or individually to mime words. This helps the learners work on their body language, which is a very critical part of daily communication.

Plays might be adapted to the students' level. The teacher can bring a silent video of a play for the students to watch then put words to it then act it. There is also a chance for the students to work on their creativity by writing their own play as a project then act it out in front their classmates who will evaluate their performance. They can also be given existing play scripts to rehearse in groups and play, and one student can be assigned the role of the director.

The students can be assigned to read **short stories**, and try to re-write them in their own words and style. After that, they take turns reading their own production to their classmates. To do this, the students need to write the title of the story on the board first, along with the list of the new words learned from it, in addition to its components (setting, time, characters, plot...etc.) briefly. As an alternative, the students can include all this information in a PowerPoint presentation and they might even use pictures to illustrate.

We believe that **discussion and debates** are very fruitful and beneficial as the students get the chance to deal with a wide range of topics. The students are to be divided into groups depending on the size of the class, and then each group is given a different topic to discuss. All the students are supposed to provide their opinions and back them up with arguments. When they are done, groups take turn standing up in front of the whole class to introduce their topic and present their views one by one. After that, the rest of the groups are also invited to make comments and share their point of view about the others' topics. The teacher can also use debates as a class discussion, taking one topic at a time. In this case, the teacher can start by writing related vocabulary and expressions on the board, then invite the whole class to express themselves about the subject.

Teachers can use **songs** for instructional purposes. Lavery asserts that "[…] among the most successful teaching tools are songs. Students who are quiet usually become talkative. It disguises work for the work-shy class and is a great motivator" (85). The song's team can be related or different from the content of the lesson. The teacher prepares hand-outs of the lyrics with some of the words and expressions omitted. The students listen for the first time, then the worksheets are distributed and they are asked to fill in the gaps in the lyrics while listening for the second time. In the end, they all sing along and they discuss the lyrics, the theme of the song, its vocabulary, and its message.

Movies can be used to teach foreign culture. Also, the students can observe how language is used in various contexts. Moreover, movies might help enrich the learners' vocabulary, improve their listening skills and communication skills because they can see how native speakers use their body language in different situations in order to convey different messages. At the end of the movie, the teacher can raise some discussion questions about the story and the events of the movie. He can even prepare a movie worksheet for a better guided practice and deal with different language areas. For instance, the students write the movie's review, answer vocabulary questions, comprehension questions, choose one scene to act out, or watch one or two scenes to answer fill-in-the gaps activities.

II. 8 Introducing Culture

Language and culture are two flip sides of the same coin, which means that teaching a language cannot occur without introducing its culture. For instance, this can be done through introducing proverbs, idioms, etiquettes, life style, or customs and traditions of different countries, or more specifically, English speaking countries.

II. 8. 1 Culture and Conversation

Conversation and culture analysis is a bi-directional study. As culture is embedded in the conversation, so is conversation embedded into cultures. Thus, by studying the relationship between culture and conversation, the focus will be on two sides: once on talking-in-interaction-in-culture and also on culture-in-talk-in-interaction. This means that sometimes culture is studied within the conversation i.e. using conversations to help understand culture and vice versa. (Carbaugh 1-2).

Conclusion

Teaching conversation can be a challenging task for teachers. The latter should prepare a well-organized plan along with precise goals and techniques to achieve them. It is also their task to figure out how to introduce each conversational aspect and the sequence in which they should all appear. They should also use a variety of techniques and activities to provide a rich input for their students and to keep them always eager to learn more and dig deeper into the subject of the lesson. Keeping the learners engaged is a very hard task; that is why teachers should always be updated with the latest teaching practices and build an eclectic classroom where the learners experience a lot of learning styles and methods which serve better learning and keep them on the edge of their seats because they never expect what is coming next as an activity. For these teaching practices to be fruitful and effective, a well-organized plan and program have to be prepared beforehand. This can be realized through a well-designed syllabus which comprises well-planned lessons.

Chapter Three

Lesson Planning and Syllabus Design

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Introduction

In order for teaching practice to be well-organized and efficient, a number of aspects such as lesson planning, syllabus design, students' needs, teaching materials, and assessment, need to be taken into consideration.

III.1 Lesson Planning

One important step for an efficient lesson is planning it. Some teachers might believe that they can have an outline of the lesson in their heads, others may make disorganized scattered notes of their upcoming lesson, and some others will just think things through while giving the lesson. The third type of teachers thinks of lesson plan as an automatic process and the stages of a lesson will just be figured out naturally. An organized plan is always necessary as a backup in case of unexpected turns that may occur and disturb the smooth flow of a lesson and for teachers not to stumble at one of its stages. According to Brown:

> The term "lesson" is popularly considered to be a unified set of activities that cover a period of classroom time, usually ranging from forty to ninety minutes. These classroom time units are administratively significant for teachers because they represent "stops" along a curriculum, before which and after which you have a hiatus (of a day or more) in which to evaluate and prepare for the next lesson. Sometimes your life seems caught up in a never ending series of lesson plans. But those lessons, from the point of view of your own students' time management, are practical, tangible units of efforts that serve to provide a rhyme to a course study (149).

According to Harmer, a lesson plan shows how professional and devoted a teacher is. It reflects how much he cares about his classes and the learning outcomes of his students. Lesson plans have various advantages: they serve as a reminder of the different stages and the aims set for a lesson; they help teachers to manage their time and give them more room to think of what to teach next, they make the learners more motivated and interested as they can observe their teacher's commitment throughout the lesson. Moreover, there is always a chance for an unexpected turn during the lesson which may cause some of its parts to fall outside the plan; thus deviating from the core goals already set by the teachers. In this case, only a flexible and creative teacher can mend the situation and find ultimate and suitable alternatives.

III.1.1 Components of a Lesson Plan

Harmer suggests that not all teachers share the same method of planning lessons. Some teachers, especially the experienced ones, do not put a lot of details into their plan; they might take brief notes of what they consider important such as titles of activities, book page numbers…etc. others may have a more detailed plan which can even include reminders. Different lesson plan formats are provided by trainers in teacher training programs; however, they all share common components including information about the students, stages of the lesson, activities, objectives, strategies and finally a part for what might go wrong during the lesson. These can be summarized as follows:

a- **Information about the students**: age, gender, number and learning styles.
b- **Activities and objectives**: teachers are expected to set an aim for each activity. The latter should result in specific outcomes that students are expected to accomplish by the end of the lesson. An activity without an aim is useless and should not be part of the lesson.

c- **Timing**: is an essential component of planning which is to set up a time limit for the different stages of the lesson depending on the type of activity and the amount of time it needs to be dealt with perfectly. Moreover, when teachers manage to finish all activities within the specific time set for them, the students will trust them more.

d- **Interaction**: when teachers choose an activity and set its aim, they should think of how the interaction will take place: pair work (S-S), group work (Ss-Ss), and teacher to students (T-Ss).

e- **Materials**: board, audio-visual aids, magazines, news- papers, audio tracks, worksheets…etc. These are to be mentioned in the plan.

f- **Anticipated problems:** a back-up plan is always worth mentioning in a lesson plan. In case anything goes out of hands, there will always be a plan for the rescue.

g- **Connection:** this has to do with the coherence that ties up all the parts of the lesson and provides a smooth transition from one stage to another.

The success of a lesson is defined by two main features, namely, coherence and variety. The former refers to the process of a lesson, in the sense that there should be a logical connection among the different stages and activities. Variety is about implementing various types of activities per one lesson to avoid the students' boredom and demotivation (122-123).

Brown states that when describing the lesson procedures, it is highly recommended to follow some common lesson planning steps and include some essential parts: (1) an introduction to the lesson which is generally called a warm-up, (2) timed activities such as class work, pair work, group work, Teacher Talk Time (TTT), Student Talk Time (STT), (3) and finally an activity to close the lesson (151).

Some other important points to consider when planning a lesson were mentioned by the Certificate in English Language Teaching to Adults (CELTA) International House. First of all, teachers should write down their main aim of the lesson as follows "By the end of the (LESSON

TIME LIMIT) the learners will be able to (CLEAR EVIDENCE OF LEARNING: discuss/used item x/write etc.) in the context of (CONTEXT. Who/where/why/what/when/how). Moreover, before setting the official plan, teachers should brainstorm ideas related to the topic of the lesson first, then highlight what is appropriate/useful. Moreover, the number of the handouts should be kept to the minimum as sometimes the board can be used instead. In addition, the bottom up approach to lesson planning can be easier to use for some teachers. This entails that the teacher starts with the last task that tests and reveals the accomplishment of their lessons main aim. Finally, it is important to note any flaws during the lesson to avoid them by making adjustments and modifications in future plans (Harrigan).

Makarios stresses that it is essential to be aware of the skill being taught, divide the lesson into stages and set an aim for each. It is also important to speculate about some difficulties that the students might have/face with the designed task, then suggest feasible solutions for each. It is critical to provide details about the procedure of each stage along with its timing to clear it up for both the teacher and the reader of the plan. If the timing is not specified in the lesson, this might make the teacher unable to finish the planned tasks of each stage by the end of the lesson (https://www.google.dz/amp/s/cambridgecelta.org)

Brown states that extra class activities should not always take the form of homework. These activities can exhaust the students and their knowledge of the target language at extra-class hours (153). Extra time and plan are to be provided for this type of activities, but it is also possible to specify and devote part of the official lesson time (within the same plan) to deal with another set of practices that are meant to improve the learners' skills at so many levels.

When considering all the aforementioned points in a plan, teachers can rest assured that their lessons will be a success. In this way, the teachers will tackle all the aspects that should be dealt with in the lesson and then there is less likelihood of facing obstacles during the lesson or risking to miss its aims.

For teachers to assess their work by the end of the lesson and check if the activities match the aims, Makarios suggests a number of questions that they can ask themselves as follows:

- Does the procedure reflect the type of lesson I am supposed to teach? Do the stages indicate a listening lesson, a grammar lesson, etc.?
- Does the procedure help me achieve the main aim of the lesson in a relatively coherent manner?
- Have I allocated time realistically? Have I allowed enough time for feedback/learner questions if need be?
- Have I varied interaction by including appropriate interaction patterns, i.e. pair work/ group work, etc. so that the lesson is not monotonous?

What can I do if activity x does not go the way I have planned? (see anticipated difficulties and problems and revise/add)   According to Brown, evaluation is also an integral component of a lesson. Teachers cannot just assume that their lesson has been a success without actually assessing it through observation or by any other means, be it formal or informal. It is always up to the teacher to pick the right moment to undertake this task, depending on whether the learners have had adequate chances to learn the target skill to be fairly judged. This, in turn, will help the teacher consider possible changes in the lesson (151).

III.1.2 Teacher Talk Time (TTT) and Student Talk Time (STT)

As stated in the previous chapters, the main goal of foreign language learners behind studying a language is to acquire the ability to speak it and write it fluently. When the focus is to teach the speaking skill, teachers should consider how much time they should talk during their class and give ample opportunities to the students to talk instead. Brown states that teachers have the tendency to believe that they should talk a lot during their classes. However, when planning their lessons, they should balance between their talk time and that of their students. This can be done by giving the learners more opportunities to express themselves and put their language into practice (154).

Darn mentions that in any teacher-training related to Communicative Language Teaching (CLT), there is always an emphasis on minimizing the teacher's talk because if the teachers do all the speaking, the students' opportunities to speak will be too restricted; it results in the loss of the learners' enthusiasm and demotivation and the lesson will be dull; the students will be less involved in the lesson as the teacher explains everything instead of letting them discover things by themselves; the students will have less chances to develop and improve their speaking skills; and the teacher's dominance and authoritarian role limits the students' chances to be autonomous (https://www.teachingenglish.org.uk)

III.2 Syllabus in EFL Teaching

For the teaching practice to be organized, unified and efficient, a well outlined syllabus is needed to be at the teachers' disposal. The term 'syllabus', in Britain, is related to the 'British institution of external examinations' which refers to the selection of given topics or the course

content that both teachers and learners use as a reference to get ready for a particular examination. However, in North America the terms 'course study', 'curriculum' and 'program' basically share the same basics (Stern 5). Widdowson defines syllabus as "a framework within which activities can be carried with a teaching device to facilitate learning" (26). So, syllabus is a reference or an outline that specifies the type of classroom activities, the materials and strategies with which those practices should be introduced in order to meet the learning needs and help make the teaching and the learning process more organized and coherent.

According to Stern the overemphasis on teaching methodologies in language pedagogy led to a call for a change in focus and for considering more important aspects which are syllabus design, teaching objective, and content. The shift in focus is illustrated in four main development of broad, varied, and balanced programs (during the late fifties and through the sixties). These programs did not apply innovative principles to syllabus design; they rather enclosed existing language teaching principles. The latter is related to theoretical inclusion of four curriculum-related concepts to language pedagogy: gradation, presentation, repetition, and testing. These were suggested in two famous books: 'The Linguistic Sciences and Language Teaching' by Halliday, McIntosh, and Stevens, published in 1964, and 'Language Teaching Analysis' by Mackey, published in 1965. The third development is related to the emergence of 'syllabus critique' in some papers published from 1966 to 1973. These examined theories such as the ones introduced in the previously mentioned books. For instance, linguistic selection and sequencing of language aspects in a syllabus was criticized and rejected by Newmark in 1966, Reibel in 1969, and Macnamara in 1973. Another article written by Corder in 1967 brought in the idea of the learner's 'built-in system'. The last development is related to the Council of Europe Modern Languages Project founded in the 1970's. It rejected the focus on methodology in language

teaching and criticized linguistic structuralism. It suggested needs analysis and semantic-based content selection. These principles were realized and applied in the Threshold Level syllabuses between 1975 and 1982. Candlin and Breen, as the first trend of the Lancaster School, completely rejected the idea of a pre-selected, fixed syllabus imposed on both the teacher and the learners, without giving them the chance to negotiate it. They believed that the syllabus should be flexible and open for discussion and modifications. Breen defined a good syllabus as one that forms its basis on the results of a negotiation between the teacher and the students, with an emphasis on the learning process and the learners' contribution. Similarly, Candlin utterly refused what he referred to as 'a syllabus which requires students to bank receive knowledge'. Instead of determining what learners need to acquire, Candlin suggested 'a syllabus which encourages learners to explore ways of knowing, to interpret knowledge, and to engage in a dialogue'. This type of interactive syllabus should be created through the teacher-learner interaction in the classroom. It can be then deduced that Candlin was radically against the idea of imposing a syllabus and a method on the teacher who, in turn, will impose it on the learners. The London School was another orientation that is represented by Widdowson and Brumfit who suggested what they believed to be a more realistic approach rejecting the notions of the Lancaster School as unreasonable and exaggerated. Widdowson made a distinction between syllabus and methodology. He believed that a pre-selected syllabus is always necessary, but it does not need to be negotiated, and the teacher can always handle any situation. He also advocated the notion of the teacher's freedom which was limited within the teaching methodology. The latter can be communicative as it is not part of the syllabus. On the other hand, a syllabus cannot be communicative; it is instead structural. However, this view contradicted what he postulated in his book 'Teaching Language as Communication'. Brumfit shared Widdowson's view of the syllabus as a 'public statement'. But, his paper focused on the syllabus characteristics and

believed that the concepts of language, language learning, and language use must build the grounds for this type of syllabuses. Content must be selected and he advocated flexibility in order to give room for the teacher's contribution. Furthermore, Yalden agreed with Brumfit's and Widdowson's view which considered the syllabus as a public statement which is efficient and socially necessary. He also determined its theoretical basis. Moreover, according to him, there are three main options through which language can be introduced: 1- logical sequencing of grammatical rules to be taught, if language is seen as learned, 2- if language use is the main focus of the syllabus, then there will be no linguistic limitations, 3- the content of the syllabus is identified according to the students' needs analysis (following the Council of Europe). The third one is what Yalden Considered as the most convenient option for syllabus design. The syllabus is composed of both functional and structural elements which make its organization a complex task. Yalden's syllabus organization was related to the Council of Europe represented by Brumfit, and the Toronto School represented by Allen. Yalden believed in the learners' contribution to the syllabus, but their role in its construction and design was not her concern. She believed that it is for the teacher to specify its content and to set its aims. The Toronto School was represented by Allen who did not advocate the learners' contribution to the development of the syllabus. Allen's view and approach was influenced by his work and experience with three different schools, from which he acquired different principles. His experience dated back to ten years before when he worked in Edinburgh with Widdowson on teaching materials for English for specific Purposes. They tried to integrate the formal and functional components. After a few years, Allen joined the Modern Language Center to work on two projects which affected him. The first one was the 'Language Teaching Project' which was mainly about developing materials, from which Allen gained an interest in language syllabus based on substantive content i.e. an unchanging content with a strong and solid basis. He also had experience with the Modern Language Center in which

he was involved in the 'immersion experience'. The latter entailed teaching and learning language through involving learners in experiences and dealing with different topics other than language itself. In a nutshell, his experience resulted in suggesting the three-dimensional syllabus: structural, functional, and experiential. The last component was also introduced in Widdowson's and Brumfit's papers. But, Allen was the only one who considered it as an integral part of the syllabus. The structural and the functional elements were also introduced by Yalden, Widdowson and Brumfit in their papers. However, what really matters is how all those elements could be combined and put in action all together to build up a coherent and homogeneous whole. Distinguishing between syllabus or curriculum and what is known as curriculum processes is very necessary and of which applied linguists were not aware. The syllabus is generally related to the 'WHAT' which refers to the content and its aims and grading, while syllabus processes are related to the 'WHO and HOW' which refer to syllabus development, application and assessment. Breen, Candlin, and somehow Widdowson emphasized the process. In addition to content, Candlin, Breen, Allen, and Yalden added methodology and instruction as a part of a syllabus. It is a true that teaching is miscellaneous; however, there has always been an excessive focus on single notions. Hence, syllabus should be changed to include various language teaching aspects in a more comprehensive and coherent way (6-11).

III.2.1 Syllabus design

To design a syllabus, designers have to go through many stages before reaching the desired end product. They have to consider different views, approaches and aspects that are necessary for planning course content. Richards and Renandya stated that analyzing students' needs, setting aims and objectives, choosing teaching approaches, selecting teaching materials,

and selecting the testing and assessment strategies and criteria are all components and stages through which curriculum and syllabus design are created. The issue of language syllabuses, and syllabus design has always been an interesting area of research for it considers two major views of language, namely, teaching and learning (65).

III.2.1.1 Approaches to Syllabus Design

There are two dimensions to syllabus design, a broad dimension and a narrow one. The former refers to the type of syllabuses which are concerned only with the 'WHAT' i.e. they determine only the course content. Allen defines syllabus as a section of curriculum which includes aspects that are to be introduced without considering the way of teaching because it is related to methodology (61). From this it can be deduced that the strategies, techniques and approaches involved in the learning and the teaching process are the specifications of methodology which is separate from syllabus. There are those who think that a syllabus is concerned with both content and methodology such as Yalden and Candlin, while others believe that it is restricted to the specification and the assessment of the course content such as Nunan and Widdowson. For instance, according to Brumfit, a syllabus "generates a set of units of work, and implies particular methodologies; indeed, methodology can be considered part of the syllabus specification" (3). Nunan states that the broad view of syllabus design includes both the 'HOW' i.e. methodology and the 'WHAT'. But he adds that the traditional notion of syllabus suggests that it is limited to the 'WHAT' which refers to the content. However, differentiating between content and method is hard in procedural syllabuses (5-7). Yalden points out that the syllabus:

> Replaces the concept of 'method', and the syllabus is now seen as an
> instrument by which the teacher, with the help of a syllabus designer, can
> achieve a 'fit' between the needs and the aims of the learner (as a social

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being and as an individual) and the activities which will take place in the classroom (14).

III.2.1.2 Syllabus Planning

'Analytic' and 'synthetic' are two terms which describe two macro approaches to syllabus design. They are defined according to the learners' role or how the learner is perceived. Long and Crookes assert that a synthetic syllabus is based on the assumption that learners are able to acquire language step by step through introducing linguistic and grammatical patterns of the language independently; then they are expected to combine and synthesize all those parts when required for communication. Examples of synthetic syllabuses are the grammatical/structural syllabuses, notional-functional syllabuses, and lexical syllabuses (2). Thus, the learners' role is to study the introduced structural pieces of language separately, figure out the relation between them all, then analyze them to be used in what they may describe as the appropriate communication situation.

On the other hand, analytic syllabuses hold a totally different conception of the learners' role. Long and Crookes define analytic syllabuses as:

> Those which present the target language whole chunks at a time, in molar rather than molecular units, without linguistic interference or control. They rely on (a) the learners' assumed ability to perceive regularities in the input and to induce rules (or to form new neural networks underlying what looks like rule-governed behavior), and/or (b) the continued availability to learners of innate knowledge of linguistic universals and the ways language can vary, knowledge which can be reactivated by exposure to natural samples of the L2. Procedural, process and task syllabuses are all examples of the analytic syllabus type (3).

Nunan acknowledges that analytic syllabuses are made up of the type of language that is not linguistically selected. The content is based on experiences which can be

described as situations, themes, and topics, and grammar has a secondary position. However, in synthetic syllabuses language items are to be taught and learned in an 'additive and linear' manner. The selection and the evaluation of the content rely on grammatical characteristics (38-39).

Long and Crookes acknowledge that these two dimensions of syllabus planning are mirrored in what White refers to as type A and type B. In type A the content and its set objectives are prior to the learners and the learning process. In this 'interventionist' syllabus type, learners are completely excluded as everything is pre-decided by pedagogues and teachers who play the role of decision makers. Success is evaluated according to the acquired skills and what is accomplished by learners. On the other hand, type B is referred to as 'non-interventionist' which suggests no dominance on the teacher's part and it entails involving learners in the process of content selection. The latter is based on the teacher-learners negotiations to set objectives on the basis of which content will be selected. Thus, the focus is on the learning process and success is assessed according to the criteria defined by the learners' needs (4).

From the former definitions of synthetic and analytic syllabuses, it can be observed that the learner plays a major role in defining the content of a given course. Learners are meant to be the focal point around which the course content objectives are set and the success of a syllabus is evaluated according to the skills or knowledge acquired and the progress in learning the language.

III.2.1.3 Needs Analysis Information

Generally a distinction is made between two types of needs analysis information: 1) subjective information is the learners' objectives and goals behind learning the target language, what they want to learn and how they want to learn it, 2) objective information refers to age, gender, and nationality and so on (Nunan 18).

One can notice that sometimes when a needs analysis is conducted both types might be included. Both of them are useful for data collection for one reason or another to serve and facilitate the selection of syllabus content. However, Nunan points out subjective information has been favoured and stressed over objective information which mirrors a 'humanistic approach to evaluate' and emphasizes the learners' role in defining the content 'WHAT' and the method 'how to learn it'. This calls for teaching autonomy to the learners (20).

III.2.1.4 Types of Needs Analysis

The word needs analysis is not only related to learners, it is actually only the starting point towards another important step of analysis. Nunan emphasizes that syllabus design cannot only be based on the learners' needs analysis. Actually, there are two types of analysis, learners' analysis and task analysis. So, a syllabus designer should also consider the context of the situation where the language is learned in addition to the availability of the instructional materials (14).

Studying learners' needs has a lot of advantages, not only at the level of the content selection, but also at the level of the learners' motivation. When they feel involved in the process

of their own learning and feel free to communicate their objectives and expectation of the course, it boosts their intrinsic motivation and it gives sense to whatever tasks and activities they will deal with knowing that, by the end, they will be able to reach what they firstly set as a goal. Nunan states that needs analysis can also help teachers or course designers to consider changes in their syllabus and methodology. Moreover, it helps them predict the learners' preferences as some might, for example, favour language structures over functions which may pose a problem. In this case, there are two possibilities: first, teachers can bring about some modifications to the content in order to meet their learners' needs. Second, if change is unlikely either due to the teacher's commitment or to the institution's strict regulations, then a set of activities is to be prepared at the pre-course stage so to convince them of what they will be introduced to (18). A syllabus serves as a basis for teaching and learning, but the latter is influenced by other compulsory factors such as the teaching approaches, activities, materials, teacher-learner classroom interaction. Language teaching and learning are informed by students' needs analysis (Finney 76).

III.2.1.5 Learning Goals

Learning objectives are a crucial aspect in designing as they are regarded as its fundamental unit or rationale. They can be figured out through needs analysis and task analysis as well as the ministry of education. Factors such as syllabus requirements and length of course specify the latter's objectives and nature (Nunan 24).

The learning goals usually reflect the content of the course and the process through which it is implemented. Objectives are divided into three categories: 1- performance objectives, 2- process-related objectives, and 3- instructional objectives. Performance objectives have many

advantages especially when discussed by teachers and learners, which will lead to continuous feedback and help learners acquire self-direction and self-evaluation skills. Process objectives, for instance, enable learners to develop and improve a given skill or skills through the appropriate choice of strategies that meet their needs. Instructional objectives have to do with methodology. The three mentioned objective types refer to three main syllabuses and reflect three core principles respectively: 1) how language is **used**, which is related to the notional-functional syllabus, 2) how language is **acquired** which reflects the process syllabus, 3) how language is **learned**, that is related to the structural syllabus (Yalden 618).

III.2.1.6 Selection of Syllabus Units

In a syllabus design, defining the beliefs about the nature of language and learning is to precede the selection of any other units or aspects. Nunan states that 'notions, topics, themes, activities, situations, tasks and so on', are components which can be included in a syllabus, but the selection of these elements always depends on a set of beliefs about the natures of both language and learning in addition to the learners' needs. Each of the selected units can be either product-bound or process-bound. Process and product can be defined as the means and the end respectively. The process is the means in the sense that it refers to a set of actions that are done to reach a particular outcome (product or end). For instance, a conversation of two people interacting is a process, and a record of the conversation is the product. Moreover, drilling learners with a set of grammatical patterns is the process, and the learners' memorized version of the drilling list is the product (12).

In a nutshell, product syllabuses focus on WHAT is learned, whereas process syllabuses emphasize HOW language is taught and learned.

III.2.2 Types of Syllabuses

For the teaching and learning processes to be organized and efficient, a well-planned syllabus is needed. The course content needs to be pre-selected to serve as a road map for both teachers and learners. Teachers need a syllabus to provide a homogeneous instruction among the groups of the same level, and it also helps them explore and gain more insights about language teaching at different levels (approaches, methods, strategies, techniques, tasks, teacher's and learner's role…etc.). Syllabuses should be inspired from the students' needs. Learners are supposed to express their expectations and objectives behind learning the target language and course designers are supposed to study them and put a plan that best meets those needs. This, in turn, will promote and boost the learners' intrinsic motivation knowing that the course to which they will be introduced is meant to serve their language needs. But, not all types of syllabuses take the learners' goals and needs into consideration. Theories and practices of language learning and teaching vary from a syllabus to another.

III.2.2.1 Product-Oriented Syllabuses

As it has already been explained, product syllabuses emphasize the outcomes of an instruction. The syllabuses that adopted this theory in language learning and teaching are: the grammatical syllabuses and the notional-functional syllabuses.

3.2.2.1.1Grammatical Syllabuses

This is probably the most common type of syllabuses. It is based on introducing language structures gradually. The mastery of the firstly taught structure is compulsory to the introduction of the second and so on. In this type, the complexity of the structure does not describe difficulties

in learning. The content selection and assessment are defined in terms of grammatical notions. In grammatical syllabuses, language is composed of a limited number of rules which can be matched and related together in several ways to build up meaning. So it is for the learners to 'crack the code' and figure out the relation between the grammatical items, and it is believed that they will naturally be able to transfer that knowledge into communicative situations (Nunan 28-30).

In the 1970's, the focus on the structural syllabuses started to shift as the very important question that used to be addressed by syllabus designers, 'where does the syllabus content come from?', changed to a new question 'what does the learner want/need to do with the target language?'. So, the focus on grammar, phonology, vocabulary and other structural items of the language began to fade away as a result of integrating the communicative notions of language. Communicative syllabuses emerged with a content based on language functions that learners were expected to acquire along with grammatical units as a secondary aspect. The content to which the learners are to be introduced is closely related to the results of its instruction i.e. the skills acquired. The relation between these two components is what is common between structural syllabuses and communicative syllabuses which can be both grouped under the umbrella type 'product-syllabuses' (Nunan 10-11).

III.2.2.1.2 Notional-Functional Syllabuses

According to Nunan, functions are "the communicative purposes for which we use the language, while notions are the concept meanings (objects, entities, state of affairs, logical relationships, and so on) expressed through language" (Nunan 35).

According to Finocchiano and Brumfit learners and their communicative aims are at the heart of the notional-functional syllabus. Implementing this type of syllabus has so many advantages, some of which are: 1) the use of real-life language and tasks which focus on the input stage (reading and listening) before reaching the output stage, 2) Communicative functions provide intrinsic motivation for interaction, 3) it allows teachers to explore other fields such as psycholinguistics, linguistics and education, 4) it enables the development of flexible courses (qtd. in Nunan 36).

Nunan joins Widdowson in his description of notional-functional syllabuses as synthetic, because at the beginning of their emergence they resembled the structural ones, although they were meant to substitute them, at the level of practice i.e. activities. The only difference is that, for example, instead of explaining the rules of the past simple (structural), students are asked to talk about their past experiences, childhood memories…etc. (notional-functional). (37-38).

When shifting from structural to functional-notional syllabuses, it becomes more challenging and difficult to select and grade content. Moreover, the syllabus designers' task gets more complicated because in addition to the selection of the linguistic components of the course, they need to include other components which they believe the learners need for communicative goals. And for those goals to be determined, a study of the learners' needs has to be conducted. Moreover, functions are to be graded according to the degree of complexity. Finally, introducing language into separate aspects of any kind deprives it from its real essence as a means of communication (Nunan 37).

III.2.2.2 Process-Oriented Syllabuses

Instead of stressing the efficiency of a syllabus according to the results of an instruction, the focus shifts to how skills are taught and acquired. This difference was highlighted by the British school of applied linguistics which emphasizes either process or product and never both, regardless of a lot of attempts (such as Candlin, Widdowson, and Breen) to introduce a more balanced orientation (Nunan 40).

Process-oriented syllabuses are also referred to as procedural syllabuses. They are also synonymous to task-based syllabuses for they are similar at many levels. Richards, Platt, and Wiber explain that procedural and task-based syllabuses are similar at the level of principles as they both focus on tasks instead of grammar or vocabulary. Examples of such tasks are booking a hotel room, giving directions, telephoning, ordering a meal and so on. It is believed that it is best to learn a language through such type of tasks because they constitute an aim for language learning and use instead of learning language aspects with no apparent purpose (Nunan 42). Task-based syllabuses and procedural syllabuses are based on the principle of selecting the activities and tasks that best promote and trigger the learning process, instead of defining and listing the linguistic aspects to be introduced, or specifying the communicative skills that need to be acquired and that learners will be able to perform by the end of a program.

The emphasis on tasks was reflected in the Bangalore Project suggested by Prabhu who proposed three types of tasks: 1- information gap activity, 2- reasoning gap activity, and 3- opinion gap activity. The first requires transferring information from one person, place, or form to another. It is about 'decoding or encoding information from or into language'. The second requires getting or extracting new pieces of information using inferences, drawing or perceiving

connections and structures, in addition to reasoning and deduction. The last one entails expressing one's opinion or feelings about a particular situation (qtd.in Nunan 43-44). However, this project failed to relate those tasks to outcomes. Processes were its sole focus which had very little relation to the needs of the language learners in the real-life communication situations (Nunan 44).

III.2.2.2.1 Task-based Syllabuses

The term task was defined by Richards, Platt, and Weber as "An activity or action which is carried out as a result of processing or understanding language (i.e. as a response). Examples of such a notion are "drawing a map while listening to an instruction or performing a command" (qtd.in Nunan 45).

The tasks are selected following different approaches, for instance, Candlin listed a number of characteristics that define whether a task is efficient or not. Some of the traits suggest that the task need to: 1) deduce the learning goals from the learners' needs, 2) allow the learners' contribution, 3) permit both the teacher and the learner to co-assess the task and its performance, 4) give learners the chance to discuss interaction and learning, 5) allow learners to perceive the language, 6) involve learners in the learning process, and 7) comprise language items which serve real-life communicative functions that learners need, or help them develop the cognitive and the affective level (Nunan, 46).

Tasks cannot be planned randomly; there is a list of aspects to be considered by the teacher in order to guarantee their success. Shavelson and Stern suggested a list which includes considering the context of the situation (both cultural and social), defining the task aims,

précising what the teacher and the learner will be doing during the task, identifying the means to be used to carry the task out, and considering the learners' skills, interests and needs (qtd.in Nunan 46).

III.2.2.3 Eclectic Syllabus

Finney proposes a coherent curriculum which is flexible enough to change according to the needs of the students. The latter are the central focus as they play an active role in the learning process. This "integrated mixed-focus model" comprises the following parts: curriculum policy, needs analysis, syllabus design, methodology, and evaluation. (69-70)

Yalden suggests a proportional syllabus where all the three previously mentioned learning goals and their related syllabuses are mingled in systematic manner. It is a syllabus which has a 'semantic-grammatical organizational base, a linguistic component based on language functions and themes based on learners' interests'. At the beginning of the learning experience, grammatical structures and vocabulary are to be introduced, after that functions are taught, and eventually related topics and tasks are creatively implemented and discussed. (Finney 76) Malmkjer points out that applied linguists and course designers preferred the eclectic approach which integrates aspects from different syllabuses: notional/functional syllabuses, grammatical syllabuses, and task-based syllabuses. The Cambridge English Course is a perfect example. It was a wide-spread eclectic course book in Britain in the 1980s. (618)

Yalden summarizes the advantages of the integrated syllabus model mentioning that it "would seem to allow the syllabus designer the most freedom to respond to the changing or the

newly perceived needs in the learners, and at the same time provides a framework for the teacher who may not be able to go fully communicative" (qtd.in Finney 76).

Richards and Renandya state that for an effective implementation of a syllabus, teachers need to be trained. Finney asserts that teachers are to be trained continuously throughout their career. Teachers need to have three main characteristics: They need to be 'analytical, reflective, and creative'. They are also expected to have enough knowledge about the various teaching approaches, to be willing to use a wide range of materials, to be up dated with the new teaching methods and ideas and to be eager to adopt them. The essence of teacher training must be the development of researchers; these are teachers who are always innovative and productive, continuously researching in their field and not only presenting what is in the syllabus passively. (77)

According to Allen, extensive research was conducted to create a 'more comprehensive methodology' which allows the integration of several approaches to teaching throughout the syllabus at different stages. Two examples of such methodology were the 'variable focus model' which resulted from studies at the Modern Language Center at the Ontario Institute for Studies in Education, and the 'balanced' or 'proportional' curriculum at the Center of Applied Language Studies at Carleton University, Ottawa. Yalden observed that 'communication is unsystematic and unpredictable, but we use a systematically learned and organized language to achieve it'. Moreover, in this methodology there was no room for the teaching approaches which are either 'globally systematic' or 'globally unsystematic'. Actually, the syllabus or the curriculum should consist of interrelated parts individually representing various focuses, but which will work all together to constitute one building block which is flexible enough to fit the needs of any situation. (68)

The following diagram represents Allen-Howard syllabus model which combines a language syllabus which is generally based on themes related to the communication context, and a parallel content syllabus which is used to keep equilibrium by integrating non-linguistic principles of organization:
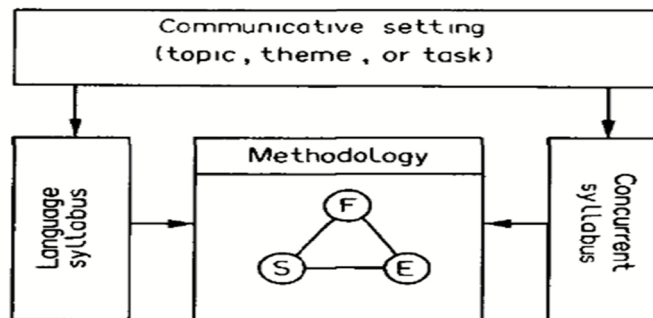
Fig.9: Allen-Howard Model (Allen 69).

In this model, both content and language syllabuses provide a framework for classroom methodology which is mainly based on the communicative setting. This model consists of three inter-related activity elements which are: (S) which refers to the structural activities that are systematically and grammatically defined and organized, (F) which refers to the functional activities that are systematically and thematically organized, (E) which refers to the experiential practice which focuses on fluency; it is organized in terms of tasks and message but not linguistically controlled. All these elements can be implemented in several infinite ways and in different orders, even repeatedly, according to the requirements of the situation. Depending on the objectives of the syllabus, these components can be applied either in 'balanced or systematical cycles' as the syllabus can either be single-focused, dual-focused, or even tri-focused. In the latter, all the elements are included following a variety of orders. The cyclicity and interaction principles give room for an unlimited number of classroom practices, considering

the learning objectives and the students' level which outline the order in which the three elements should occur. This will allow the use of the largest variety of materials of all sorts either in 'systematic or non-systematic, knowledge-bound or skill-bound'. Thus, this provides a rich learning environment (69).

Yalden explains that this syllabus model is suitable in contexts where English is a foreign language. In this model, the 'globally systematic' or 'globally non-systematic' approaches are refused; it rather treats its basic elements in both ways. Communication and meaning are the main focus. The linguistic elements which have to be deduced from language functions are dealt with in an unsystematic way. Students' needs analysis define the theme or themes of the syllabus. These themes constitute the bind that provides coherence and continuity at the level of the syllabus content, and they are believed to build the basis for its organization. Tasks are not the main focus, however; they are theme-related and implicitly incorporated. In order to create a balance between accuracy and fluency, various 'proportions' of the syllabus can be implemented. The topics and themes are organized logically or chronologically. Shifts from form to function and then to discourse and rhetorical skills is unpredictable and flexible and might occur regularly. Teachers might plan specific organization of shifts prone to changes whenever it is necessary (18).

III.2.3 Teaching Materials in Syllabus (Syllabus Planning Stages)

Prior selection of teaching materials at the stage of syllabus design facilitates both the teaching and the learning process. Allen states that "Since language is highly complex and cannot be taught all at the same time, successful teaching requires that there should be a selection of

material depending on prior definition of objectives, proficiency level, and duration of the course. This selection takes place at the syllabus planning stage." (65)

After selecting the content of a syllabus, a suitable strategy to present it is to be decided upon. For this to be done, the course content has to be presented in a coherent and logically-related body of knowledge which makes it possible to divide it into a number of individual aspects that will be introduced in a given order; this process is known as 'grading'. There are mainly three approaches to syllabus planning. The first is the structural-analytic approach which emphasizes the grammatical aspects of language. The second is the functional-analytic approach which focuses on the communicative use of language. Finally, the natural-growth approach which is based on experiences and which entail putting the students in real-life communication situations without a pre-selected plan and content. As for the pros of this approach, the problem is not with adopting a grammatical syllabus, it is actually about the wrong idea of the prior selection of the course content which needs to be changed and solved by focusing on the development of a suitable methodology for 'co-operative classroom interaction (Allen 65).

However, this approach is unlikely to work in an EFL context because of the lack of authentic communication situations as the classroom or the school is the only context where interaction using the target language can take place. Pre-selecting what needs to be taught and defining the strategies and methods to present the content are crucial to successful teaching and learning. Having a pre-defined plan makes the teaching process easier, more efficient, more organized, and more coherent. According to Allen, "for language teaching in general, we need to recognize a level of syllabus planning in which an inventory of items to be taught can be developed in a systematic and verifiable way" (66). So, specifying the language aspects that build up a given syllabus does not necessarily mean that they cannot be altered or modified in response

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to the students' needs or contextual, social, or cultural constraints. Furthermore, the teacher's innovation and creativity should be highly recommended and allowed into syllabus development. Yalden also explains that although one can learn a language independently, it has been proved that classroom interaction will always be necessary. Even those who advocate the natural growth approach, such as Allen, have stressed the need for an organized plan. In order to achieve efficiency at the pragmatic and the pedagogical level, a syllabus is needed. Pedagogical efficiency is achieved when the context of the situation and the conditions are all taken into consideration and syllabuses usually vary according to them, which leads to economizing both time and money. Pragmatic efficiency is attained by providing a structured and organized environment for the learners to acquire the target language. Planning the setting of the language instruction has always been needed and even desired by the learners and has been effective at the pedagogical level as it helps economizing the management of the learning process (14).

Yalden explains that for a general syllabus organization levels in terms of theories, of language and learning, other aspects are to be considered at a later stage which might be concerned with the development of methodology and materials. At the early stages of syllabus development, content has to be specified and organized in order to assure its efficiency. Also, there is an assumption that grading and continuity of the content are to be taken into account whenever organization principles are discussed. There are mainly two points that have been subject to a lot of discussion: 1- defining the types of communicative competence elements and meaning, and 2- selecting what might be taught systematically and in an additive or cyclic manner. The second point can be achieved by considering how language is viewed in addition to the teaching process and the amount of knowledge to be taught, as well as an account of that

transmission. There are mainly three general syllabus organization principles: 1-how language is learned, 2- how language is acquired, and 3- how language is used (16).

The teacher's role is defined within the syllabus which should give clear and explicit instructions on how its different components need to be applied. So, a syllabus works as a guide and a road map that shows the teacher what to do. Yalden adds that "a syllabus in ELT must be explicit for the teacher and should be at least partially produced by teachers (using expert help as needed and as available)" (15).

In case of a syllabus designer is not available, it should be the teachers' task to design a syllabus that they see most suitable to meet their students' needs, taking into consideration some factors such as context, time and so on. Syllabus designers in this case can only help at the level of structure and theories, and if the teachers themselves design a given syllabus, it might turn out to be more effective and rather fruitful.

Yalden explains that 'descriptive' and 'directive' are two terms used to describe the relationship between the syllabus designer and the teacher. 'Directive' means that the teacher's role is the classroom manager and completely depends on the syllabus that has already been planned. 'Descriptive' is a term used to describe a syllabus where the syllabus designer's role is to examine and describe the syllabus that is created as an outcome of the teacher-learners interaction. In this way, the teacher's contribution to syllabus planning and creation guarantees full and perfect understanding of the outcomes and goals that are already described, which will simply lead to less efforts and saves time and energy in general planning, and, more importantly, the teacher will not need a lot of preparation. As for learners, the syllabus needs to be explicit at the level of content and their contribution has to be acknowledged and taken into consideration.

However, the extent of their participation is limited within the process and the objectives. It also depends on a number of factors such as the type of the program and the educational background that determine the level of their input. The content that will be introduced 'what will be taught' is what the learners need to know about, and not 'what will be learned' or the end of teaching given the language aspects. At this level of explicitness, the objectives of a syllabus are rather predicted and not defined. This stage of syllabus design (specification of content) describes merely the content and not the objectives that actually need to be presented in terms of a range of values. Similarly, the learners' accomplishments should not be specified (15).

III.3 Testing and Assessment

Eventually, by the end of any course, learners need to be tested in order to evaluate their achievements and measure their progress. Testing is a very crucial stage which determines the efficiency of the implemented syllabus. According to Brown:

> A test, in plain words, is a method of measuring a person's ability or knowledge in a given domain. The definition captures the essential components of a test. A test is first a method. It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test-taker (and sometimes on the part of the tester as well). The method may be intuitive and informal, as in the case of holistic impression of someone's authenticity of pronunciation. Or it may be quite explicit and structured, as in multiple-choice technique in which correct responses have already been specified by some 'objective' means. (384-385)

Brown continues to explain that the aim of a test is measuring. There are mainly two types of measurements. There are the informal ones which are generally broad and unspecific, based on expressing general judgment, for instance by evaluating the student's performance as good, fair, poor, or excellent. This type is also somehow difficult to determine in terms of scores.

On the other hand, there are the informal ones in which pre-selected techniques of evaluation are specified. This kind of test depends on quantification to compare the student's performance at the beginning and in the end of a course to see how this has improved, or to compare the performances of more than one learner. So, a test is used as a means of measuring the learners' competence or ability which are reflected in the obtained scores. For instance, taking the driver's license test requires a certain performance which the examiner uses to deduce the person's overall ability to drive. Moreover, a test is also used to measure a particular domain. It can either measure the learner's proficiency in a given skill or skills such (such as the speaking skill), or a more specific aspect (such as using back channeling in a conversation). There are three main criteria which define how good a test is: practicality, reliability, and validity. The first one suggests that a test should be affordable (financially speaking), easy to administer, to score and to interpret, but it should not be time consuming. For example, it is completely impractical to suggest a test that costs a lot of money to make, or one which requires a lot of hours to take, or a test which necessitates one to one supervision that makes it impossible to take with a huge number of test-takers. Also, a test which takes a lot of time to correct and score by the teacher is considered impractical. Secondly, reliability is related to both the test itself and its scores. The test should reveal the same results even when used on different occasions with the same test-taker(s). For example, an aural comprehension test which was a failure because some test-takers who were sitting next to the windows, could not hear the tape recorder well because of noise. This helps to describe the unreliability of this test. Scorer reliability refers to the consistency of the results obtained from the test by two different scorers. It is possible for a test to be reliable if it employs subjective techniques. For example, if a test is designed to assess pronunciation on a 1 to 5 scale without clear instructions, it is considered unreliable. But if clear-cut instructions and details are provided as a guide for scoring, then the test will be both consistent and reliable.

Finally, validity refers to the extent to which the test measure what it is actually meant to measure. For instance, in order to test the writing skills, learners can be asked to write a given number of words within a time limit, then count the number of the words to decide on the score. This test can be described as practical because its administering is easy, and it can also be considered reliable because the instruction is clear (the students with the highest number of words score the best) which will result in consistency in scoring among different scorers. However, its validity is questionable because of the absence of other important skills that really measure one's ability to write, such as coherence of ideas and cohesion. (385-387)

III. 3. 1 Testing Oral Proficiency

Testing oral proficiency is a very hard task that is time consuming and difficult to assess. The best type of oral proficiency tests is one in which related tasks are carefully determined along with a detailed scoring rubric, that closely reflects the competence being tested. Also, the best way to take the test is when the test-taker is assessed individually with the tester or on a one-to-one basis (Brown 395).

Conclusion

In order to achieve smooth and successful teaching process and learning process, there are some essential elements that need to be considered. Firstly, a syllabus provides a roadmap for both teachers and learners; it also provides a sense of organization, homogeneity and continuity. Moreover, it is important for teachers to be knowledgeable about the different types of syllabi in order to make sensible decisions about which one or ones to adopt considering other factors such as the subject matter or the module being taught, the learners' needs, the setting and so on.

Lesson planning is another important element that contributes to the organization of the lesson stages and to a better definition and organization of its assigned goals.

Chapter Four

Analysis of the Pre-experimental Study

IV. 1 Teachers' Questionnaire

Introduction

The population of the questionnaire consists of 20 teachers of Oral Expression. Only 16 of them answered it. It is intended to investigate their knowledge about some EFL teaching methods and approaches and to find out if they are aware of their roles as well as their students' role in the classroom. It also aims to find out whether they are bound by a specific method or approach to teach this module at the Department of Letters and English Language and to know about the methods they actually adopt to teach it. Finally, it researches whether they are provided with pre-service and in-service training programs.

IV.1.1 Description

The questionnaire consists of sixteen questions presented in three sections. Section one deals with the teachers' experience and degrees held (Q1 and Q2). In section two (Q3 to Q5), the teachers are asked if they have received any training in ELT and if they are given any opportunities to be trained at the Department of Letters and English Language, then they are asked to provide their opinions about whether both pre-service and in-service teacher training is important. Section three (Q6 to Q16) aims to reveal whether teachers at the Department of Letters and English language are bound by a specific method to teach Oral Expression. If the answer is negative, light is shed on the teaching methods and approaches adopted by teachers to teach this module (Q7). The teachers' knowledge about a selected list of methods along with their

principles, is tested in Q8 and Q9). The teachers are asked to provide a definition for eclecticism in Q10. Then, they are asked to select and list the methods they would use in applying a principled eclecticism (Q11). Q12 seeks to know the teachers' attitudes towards an eclectic approach. The teachers' views about their roles in the classroom as well as their students' are answers to Q13 and Q14. Finally, in Q15 and Q16 the teachers are asked to state if they research their students' needs, how they study them, and how they meet them.

IV.1.2 Analysis and Discussion of the Results

The answers of the 16 questionnaire were examined and analyzed, and the obtained results were tabulated and discussed as follows:

Section One: Teachers' Experience and Degree

Question 1: Educational Qualification

Knowing about the teachers' educational qualifications helps to gain insights about the teachers' training and whether the latter depends on the educational degrees of the teacher.

Licence	MA	PhD
1	10	5
6.25%	62.5%	31.25%

Table 1: The Teachers' Educational Qualifications

The table above shows that the majority of the teachers hold an MA or a Master's degree, and they currently hold a PhD. Most of them are students working as part time teachers at the

Department of Letters and English Language, while finishing their research. Therefore, their testimony, in addition to the one teacher who holds a Licence degree, will reveal whether received pre-service teacher training. Only five teachers, which represent 31.25% of the population, hold a PhD. Degree and provide information on whether they received in-service teacher training.

Question 2: Length of teaching experience

This question is related to the first one as they both aim at investigating the availability of teacher training at the department of Letters and English Language. The second question also shows how the teachers' teaching experience affects their teaching practices and how this relates to their personal efforts and development at the education level. The teaching experience will also be reflected in their knowledge about the different teaching methods and approaches.

Less than five Years	Five to ten years	More than ten years	Total
5	5	6	16
31.25%	31.25%	37.5%	100%

Table 2: The Teachers' Teaching Experience

As shown in the table above, the population is somehow balanced as it represents three different degrees of experience. For those who have an experience of less than five years, four mentioned that they have been teaching for four years and one for three years. For the second category, two have an experience of seven years, two have an experience of six years, and one has been teaching for eight years. Finally, in the last category, the experience ranged between eleven and thirty four years.

Section Two: Teacher Training

Number	Questions	Yes	No	No answer	Total
Q3	As an EFL teacher, have you received any training in ELT?	12.5%	87.5%	0%	100%
Q4	Are you given any opportunities to be trained at the Department of English?	12.5%	81.25%	6.25%	100%
Q5	Do teachers need to be trained before and even during their teaching career?	100%	0%	0%	100%

Table 3: The Teachers' Training

The aim behind these questions is to check if the teachers have been trained in English Language Teaching or ELT and to investigate the availability of teacher training programs to improve their skills in the field. The third question is intended to reveal the importance of this training and how it affects the teachers' performance The results show that teachers at the Department of Letters and English Language are not provided with teacher training and teacher development programs, although they all see the crucial need for that to enhance their knowledge about teaching and the learning process and to improve their teaching practice. Only two teachers stated that they were trained, but when asked where and for how long, one of them referred to the module of TEFL she studied at the university, and the other one mentioned that she studied at the teacher training school (Ecole Normale Supérieure or 'ENS'). These are not the training programs which are the concern of this thesis, because TEFL is a module that is introduced to students of one specialty at the Department of English, and it is not only teachers who majored in

this option who are actually teaching in the department. Moreover, ENS is a school that trains its students to become future teachers, but only few teachers at the department are ENS graduates. When asked about the importance of training teachers and providing training programs, all of them answered yes. Four teachers mentioned that teacher training is important to know how to deal with different types of learners. Four other teachers added that there should be pre-training and post training especially on teaching methods and techniques because most teachers lack knowledge in this area, and knowing about them will improve their performance in teaching and for a successful career. They also emphasized that Ph.D. students should receive training before starting to teach, that is because they lack experience and being a student is totally different from being a teacher. Teachers claimed that teaching involves other skills to be acquired such as classroom management, lesson planning (how to prepare and deliver a lesson), and teacher's roles in the classroom and the teaching and learning objectives. One teacher answered that the teaching process involves a lot of challenges, and teacher training helps to overcome them. According to another teacher, teachers of the same module need to collaborate and help each other in addition to training. One teacher admitted the importance of teacher training but claimed that training involves only a theoretical background, while teaching is more inclusive.

Section Three: Teaching Methods

Number	Question	Yes	No	No answer	Total
Q6	Do you comply with a specific method at the department of English?	0%	100%	0%	100%

Table 4: The Teachers' Teaching Methods

The aim behind this question is to have a clear idea about the existence of a particular method or methods to teach Oral Expression at the Department of Letters and English Language. According to the results obtained all teachers answered negatively, confirming that there is no specific method or methods to be followed.

Question 7: What method (s) do you use to teach the Oral Skill? Why?

This question is intended to reveal the various strategies, techniques, or methods that teachers apply to teach this module. The answers proved that the teaching methods are used randomly and differ from one teacher to another. And when asked to describe the methods used to teach this module, all sixteen teachers answered differently. Six of them mentioned that they are not familiar with the concept of method and only teach the way they were once taught as students. Five teachers answered that they use the Communicative Approach because students get to practice language the way it is used in real life situations, and it helps teachers meet their objectives and suits the learners' needs because their aim is to learn how to communicate and speak in real life situations fluently and naturally. Four teachers claimed that they use several methods instead of a particular one, but they did not name any except two teachers who mentioned the word 'eclectic' and explained that they select the suitable method to meet the students' needs. The answers of the six remaining teachers revealed their lack of knowledge about the teaching methods. One teacher referred to the method he/she adopts in the classroom as 'the teacher method' where the program is adopted according to the students' needs, a rather vague answer. Another mentioned that his/her method has no name, but it is generally divided into theory and practice. The former is devoted to teaching rules related to phonetics (stress, transcription, and aspects of connected speech), the latter is devoted to listening comprehension and discussion. Another admitted being unfamiliar with the concept of methods, and mentioned

following his/her previous teachers' ways of teaching such as group discussions, reading literary works and discussing tem, and presentations by students. The last three teachers listed activities and techniques instead of methods, such as debates, games, and role plays. However, one of these three teachers answered that she/he only focuses on teaching vocabulary and gives no room for students to speak.

Question 8: which of the following features belongs to which teaching method or approach?

A set of principles underlying each major method of teaching were listed and the teachers had to find out to which each principle belongs. The answers came as follows:

Number	Questions	Right answer	Wrong Answer	No answer	Total
1	Oral language comes before written language.	0%	100%	0%	100%
2	The teacher is the model; he creates the situation and teaches through questioning and eliciting the learners' answer.	25%	68.75%	6.25%	100%
3	Use of L1 is forbidden.	18.75%	81.25%	0%	100%
4	Students are expected to interact with the language system.	12.5%	75%	12.5%	100%
5	Teachers play an authoritarian role in the classroom and the predominant interaction is between teacher-student.	6.25%	81.25%	12.5%	100%
6	Language learning is a habit formation.	25%	62.5%	12.5%	100%
7	Students are expected to deduce word meaning from context without translations or explanations in the mother tongue.	0%	87.5%	12.5%	100%
8	The basic teaching unit is the sentence	12.5%	68.75%	18.75%	100%

Table 5: The Teachers' Knowledge about the Teaching Methods

This question sets out to reveal the teachers' knowledge about some foreign language teaching methods and some related principles. As the above table shows, the absolute majority of teachers could not match the principles with their methods/ approaches. This proves that there is

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a lack of knowledge and awareness of the teaching methods which again calls for the need of teacher training and development.

Question 9: Categorize the following methods/approaches as either communicative or structural: the Audio-lingual Method, the Direct Method, the Grammar Translation Method, and the Oral Approach.

Structural	Communicative
7	8
43.75%	50%

Table 6: The Audio-lingual Method Categorization

The audio-lingual method is a structural method. According to the table above only seven teachers answered right. One teacher did not answer this part of the question at all.

Structural	Communicative
0	16
0%	100%

Table 7: The Communicative Approach Categorization

As shown in the table above, all teachers provided the right answer about the Communicative Approach.

Structural	Communicative
16	0
100%	0%

Table 8: The Grammar Translation Method Categorization

The Grammar Translation Method is a structural method, and according to the results shown in the table, all teachers were aware of this information.

Structural	Communicative
6	10
37.5%	62.5%

Table 9: The Oral Approach Categorization

The Oral Approach is based on a structuralist view of language, a fact of which only a minority of the questioned population was aware.

Question 10: What is eclecticism or an eclectic approach?

The aim of this question is to check if the teachers are familiar with the concept of eclecticism. For this question, thirteen teachers revealed an understanding of this approach as they defined it as a combination of more than one method, technique or approach. Two of the fourteen teachers mentioned the word 'suitable' in their definition, but in two different ways. One related it to choosing what suits the teaching objectives, while the other described it as the selection of methods which suits the learners' needs. The two remaining teachers did not know what an eclectic approach is as one admitted having no idea about what the concept represents,

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whereas the other one gave a wrong definition stating that it entails selecting different principles of the same method.

Question 11: Which language teaching methods from the ones mentioned in question eight would you employ in following principled eclecticism to teach the oral skill?

Five teachers answered that they would use all methods. Five other teachers mentioned that they would choose the Communicative Approach because they believe that it is the most effective and considers all aspects of language, which proves that these teachers are not familiar with the concept of eclecticism. One teacher answered that he would use the Audio-lingual method and the Communicative Approach, while another added using the Structural Approach to those two. Another would use both the Structural Approach and the Communicative Approach. One teacher answered that he/she could not specify because it always depends on the setting and the number of students, and this was the same teacher who had a wrong definition of what an eclectic approach is in the previous question. The last two teachers did not provide an answer to this question.

Question 12: What is your attitude towards eclecticism? What do you think are its dangers and what are its assets?

This question aims at knowing the teachers' points of view regarding the eclectic approach. The five teachers who knew what eclecticism means stated that they were in favour of this approach because it helps them deal with many language items and teachers can be more flexible as they get to choose the method that best suits their goals without being constrained by a particular one. As for the disadvantages, they stated that it might not work all the time. Two of the five teachers who had mentioned the Communicative Approach as their choice for principled

eclecticism, responded stating the advantages and the disadvantages of this approach. One teacher stated that it is useful but not suitable for all teaching situations. Eight teachers did not answer this question.

Question 13: How do you describe your role in the classroom?

This question was intended to investigate the teachers' awareness of the different roles they can play in the classroom. Therefore, no options were provided for the teachers. The most frequent answers and roles were categorized and tabulated as follows:

Role	Guide	Monitor	Assessor	Instructor	Classroom Manager	Facilitator	Dominant
Number	8	7	3	2	1	4	1
Percentage	50%	43.75%	18.75%	12.5%	6.25%	25%	6.25%

Table 10: The Teachers' Roles according to the Participants

As the results show, teachers adopt different roles and have different beliefs about the part they play in their classrooms. In addition to stating the seven roles in the chart, some teachers added more details in describing their role. One of the teachers, who described himself/herself to be the guide, also explained that his/her role is not static; he/she also acts as an active participant. The third one gave a more detailed and a clearer description of the different roles he/she takes depending on the objective of the lesson, writing that in the listening part, he/she is very much involved asking questions, assigning roles to learners, giving definitions and synonyms, and explaining the cultural dimensions of expressions when necessary. In the speaking part, he/she is more of a guide, making sure the discussion stays 'focused'. During learners' presentations, he/she does not interfere at all and keeps feedback till the student finishes the presentation. Another mentioned that in addition to that he/she sometimes plays the role of the silent watcher.

A teacher who described their role monitors explained that this role entails giving instructions to learners who will take care of the rest and can even correct each other's mistakes. One more teacher among those who play the role of facilitators added that this role involves helping learners construct their own learning.

Question 14: What is the learner's role?

The aim behind this question is to see if the learners are given the opportunity to perform the roles they are meant to play, or if they are just being controlled by the teachers, which also reflects the latter's attitude in the classroom. According to the results obtained, five teachers described learners as active participants, explaining that their main role is to participate, talk and practice their language; they are in charge of the debates and discussions held in the classroom. One of the teachers stated that 50% of the talk in the classroom should be done by the students. Another teacher explained that learners are listeners to their teacher and classmates. Learner's autonomy was mentioned by three teachers stating that learners are responsible of their own learning and that they are the constructors of their own learning and knowledge. They have to be active members of the learning enterprise. Another teacher believed that students should follow their teacher's instructions, while another described them as passive recipients of the language being introduced. The term learner-centered approach was used by a teacher to describe the learner's role adding that in this the teacher will play no role. The learner's role was described as both passive and active by one teacher considering listening as passive and speaking as active. One teacher stated that the learners' role is simply to learn.

Question 15: Do you usually research your students' needs and objectives?

This question aims at revealing whether the teachers are interested in their learners' needs and goals to the point of inquiring about them.

Never	Rarely	Sometimes	Always
25%	6.25%	6.25%	62.5%

Table 11: Students' Needs according to the Teachers

According to the results, the majority of the teachers research their students' needs (10 teachers).

Question 16: How do you research you students' needs and how can you meet them?

For the first part of this question, the teachers' answers varied. Two teachers stated that they discuss different learning topics, which was an utterly unclear answer Two teachers answered that they ask their students to write compositions about what they want to learn. Three teachers wrote that they ask their students questions to be answered orally. Three teachers mentioned both asking questions and observation. One teacher mentioned researching his/her students' needs every now and then during the teaching sessions. One stated using questionnaires as tools to research students' needs. Another teacher mentioned some teaching techniques rather than tools to research students' needs: role-plays, intensive presentations, making students teach. The two last teachers did not answer this question. The second part of this question was not answered by any teacher.

Conclusion

The analysis of the questionnaire can lead to the conclusion that the majority of the teachers (87%) did not receive any training in ELT. This was later reflected in the results of their answers to questions eight and nine that revealed their lack of knowledge about the suggested list of existing EFL methods and their related principles. For this, all the sixteen teachers reported that teacher training is crucial. The results obtained also showed that there is no particular or pre-selected approach to teach Oral Expression at the Department of Letters and English Language. In a nutshell, this questionnaire answers three important research questions: 1- Are teachers at the Department of Letters and English Language provided with teacher training programs? 2- Do teachers at the Department of Letters and English Language follow a common approach to teach Oral Expression? 3- Are teachers aware and knowledgeable enough about the EFL teaching methods?

IV.2 Classroom Observation and Teachers' Interview

Introduction

This report aims at summarizing what was observed during four classes of Oral Expression with second year Licence students at the Department of Letters and English Language. checklist was provided because this observation was conducted to answer two main research questions: 1) Are teachers of Oral Expression at the Department of Letters and English Language provided by a syllabus? 2) Are Second Year Licence students in different groups introduced to same content? The classes took place on different dates during the first semester. Two teachers hold a PhD degree, and two are PhD students.

This report is composed of descriptions of both the teachers' and the students' attitudes and interactions. The observations included the teaching methods and the different activities and tasks implemented in the classroom. This report also aims at checking whether the teachers are delivering the same content to the students and following the same syllabus; hence, it is checking if there is consistency in the teaching and the learning processes.

IV.2.1 Observation

Firstly, the schedule was checked to have an idea about the teachers who were in charge of teaching Oral Expression to second year Licence students. Four teachers were asked for permission to observe their classes, and all of them accepted.

Class 1

Time: From 11:00 to 12:30

Room: Lab. 103

Date: 11/1/2016

The class began at 11:10. The teacher started the class by saying "You have to write because I will do a test on these". Then she drew a chart of vowel sounds, wrote 'Single Vowel Sounds', and asked the students to read saying "Pronounce the vowels". When the students were reading the sounds, she was correcting their pronunciation mistakes of both short and long vowel sounds. After that, she asked "Who thinks that he has a problem with pronunciation; it is a good opportunity to pronounce them". Some of them tried, but the majority seemed uninterested as they were chatting with each other. A couple of minimal pairs were given by the teacher to illustrate the difference between some vowels in words such as 'cat' and 'cut', then she carried on

writing more examples on the board and asked her students to write them down and said "You can learn the difference through intensive practice". When the students finished copying the examples, she drew another chart with the title 'Combination of Vowel Sounds'; she read the sounds, asked the students if they could try, wrote some examples, and asked them to memorize both sounds on both charts. In the end, she gave them a transcription homework (see appendix B).

Class 2

Time: from 12:30 to 2:00

Room: Lab. 110

Date: 11/2/2016

At the beginning of the class, the teacher told the researcher-teacher that she had no idea what she was going to teach her students, and asked the researcher-teacher to suggest a topic of discussion; the topic suggested was 'Nursing/Retirement Homes'. The class started at 12:45. Right at the beginning, the teacher introduced the topic by asking the students "Do you know what a retirement or a nursing home is?" but no one answered, so she explained it and suggested a free class discussion. The students did not know what to say first, so she asked them some related questions such as 'If you were married and your spouse asked you to send your old sick parent to one of those home, would you accept?'. Some students expressed themselves, and the teacher kept asking some follow-up questions to raise a debate and motivate the students to speak. The Teacher Talk Time exceeded the Student Talk Time. As for error correction, the teacher rarely corrected them. However, she would interrupt her students when she mentioned some of the grammatical mistakes.

Class 3

Time: from 9:30 to 11

Room: 7

Date: 11/6/2016

The session was devoted to a presentation of a student. The topic was about 'Adultery'. First, the student wrote the vocabulary related to the topic on the board such as 'affair', 'cheating', 'treason', 'infidelity', and 'relationship'. When the student was presenting, the teacher kept interrupting to correct pronunciation and grammatical mistakes. After the presentation, the other students were given the opportunity to discuss the topic and give their own opinions. However, the teacher spoke more than the students did and dominated the discussion. This fact was admitted by the teacher at the end of the session and stated that she could not manage her talking time.

Class 4

Time: from 11:00 to 12:30

Room: 20

Date: 11/6/2016

'Speech acts' was the topic of the session. At the beginning, the teacher wrote 'apologies, requests, and refusals' on the board, and asked the students to give her an example with each. She, then, wrote the following example:

A: Hi Sarah! I am planning to go camping next weekend. Do you want to join us?

B: Oh! I would like to, but I cannot. I have a test on Monday.

She also wrote some examples of linguistic expressions to express refusal such as 'that sounds wonderful', but…', 'I would like to, but…', 'thanks for your invitation, but….'. After that she explained each of the speech acts and gave further examples and asked the students to give their own. Furthermore, she wrote the following situation on the board: "a friend of yours 'Jenifer', asks you to go on a trip next weekend, but you do not want to go because you do not like some of the people who are going too". Then she asked the students to work in groups of four in order to write a dialogue to practice requests, refusals, and apologies. The students were not given a time limit to finish the task. When they finished, the teacher went around the room checking the work of each group and asked them to read to their classmates. It was also observed that the group was too noisy and the teacher could not control them. There were some students who conveyed a very negative attitude saying that they were not interested and they were bored.

Conclusion

The results obtained from the classroom observation revealed that teachers of second year students do not follow the same method or approach in teaching this module. Also, it was observed that they deliver completely different and unrelated contents, as each teacher gets to decide on the content to which his or her group or groups will be introduce, using different techniques and activities. Thus, the teaching of the oral skill to second year students is done in a very varied way.

In the first class, the teacher adopted a more or less structural method. She introduced and discussed pronunciation rules for an hour and a half. The lesson seemed to be somehow unrelated to the essence and the aim of teaching this module, because all the attention was given to

pronunciation rules, which is supposed to be sufficiently covered in their phonetics class. A teacher of Oral Expression is expected to point out briefly, during his lessons, some pronunciation or phonetics-related aspects, but not devote the whole class for them. Also, the majority of the students appeared to be uninterested and bored because of the monotonous pace of the lesson. Their participation was restricted to reading the vowel charts and the examples provided by their teacher, in addition to answering some of the related activities. By the end of the lesson and after giving the students a transcription homework, the teacher mentioned that they will be dealing with consonants and stress in the coming sessions, which means that phonetics was not only a one session focus.

The observation of the second class revealed that the unavailability of a compulsory syllabus sometimes makes the teaching practice disorganized and random. It also proved that giving teachers total and unlimited freedom may make students victims of some teachers' carelessness and disorganization. That is why, teachers of Oral Expression need to be provided with a compulsory, pre-defined and well-organized program to follow and accomplish by the end of each semester. Moreover, teachers should be aware of what is referred to as the 'Seven Ps', which stands for Proper Prior Preparation Prevents Pathetically Poor Performance. This means that before coming to the class, the teacher should be well-prepared and armed with the necessary plan and materials in order to deliver a lesson that the students would benefit from. The teacher should also be ready for any unexpected turns during the lesson i.e. in addition to the main plan, there should be a plan B. All this can be achieved through lesson planning and training.

The third class was a proof that there is no consistency in the teaching of Oral Expression of second year students. As explained before, the teacher introduced a completely different topic and adopted a different method. The latter can be described as a communicative one pre-

teaching vocabulary related to the expected topic of presentation and discussion, seemed to add to the students' vocabulary baggage and helped them to follow the presentation smoothly. Even during the discussion, the students were observed to recycle the new words they learned when expressing themselves. The teacher was also observed to encourage her students to speak and discuss the topic in details by asking them a variety of questions; however, she could not manage her talk time and sometimes dominated the discussion she tried to   give her own opinion and even interrupted the students.

The fourth observation was utterly different from the previous ones. It was mainly related to pragmatics (speech acts), and this is another proof that the teaching of this module is completely heterogeneous. The teacher failed to manage her class. Although she tried to keep them focused, all her efforts went in vain because they displayed signs of boredom and lack of involvement and interest in the content being introduced. This can also be related to the students' needs, which apparently were not taken into consideration. That is why the content did not really match their expectations and did not attract their attention and interest.

In a nutshell, the classroom observations showed that the teachers of Oral Expression (second year) adopt utterly different methods and deliver completely different contents. This revealed that teaching this module to second year students is incoherent especially at the level of content.

IV.2.2 Teachers' Interview

Introduction

The interview included the same four teachers who were previously observed. The aim behind this interview is to see if there is consistency between the teachers' theory and practice,

and to ask them further questions to reveal some facts about their teaching practices. The teachers' interview questions were analyzed respectively in the same order as the classroom observation. They were interviewed right after the classroom observation.

IV.2.2.1 Analysis and Discussion of the Results

Question 1: What method(s) do you use to teach this module?

This question was intended to find out about the method or methods adopted by the interviewed teachers to teach this module and to observe if their practices in the classroom are an application of what they claim to use.

Three teachers responded to his question that they use the Communicative Approach to teach this module. The teacher, with whom the second observation was conducted, admitted that she is not familiar with any of the teaching methods. This was reflected in her classroom practices during the observation, which was random and disorganized.

Question 2: Do you study your learners' needs? If yes, of which needs are you aware?

As the questionnaire was anonymous and was conducted with the Oral Expression teachers without specifying the year they taught, this question was asked again in the interview in order to bring more insights or to shed some light on how the teachers' view their learners' role vis-à-vis their teaching program and objectives.

Yes	No
100%	0%

Table 12: The Teachers' Consideration of their Students' Needs

All teachers confirmed that they investigate their students' needs and interests. The first one stated that some students are very shy; therefore, they need to feel immersed to overcome this problem. They have problems of grammar, intonation and pronunciation. The second teacher answered that all students are in need of practice. According to the third teacher, students need to be introduced to basic issues related to spoken English. She also added that accuracy and fluency are crucial aspects in addition to various styles of spoken English. The last teacher mentioned that students are in need of being able to speak fluently and to engage in interactions.

Question 3: If the answer is yes, what do you do to meet those needs?

The first teacher suggested that in order to reduce her students' shyness, she usually starts with an amusing warm-up activity. And in order to deal with their pronunciation and grammatical needs, she exposes them to authentic listening tracks, and role plays as a speaking task. After the second classroom observation, the interviewed teacher spoke about implementing different activities that would encourage them to speak. Students should also be given equal opportunities to express themselves about a variety of topics that interest them. In order to meet her students' needs and interests, the third teacher explained that she usually carries out a needs analysis at the beginning of the year; then she administers a pre-test in order to be able to design suitable activities and select the appropriate methodology for her particular group of learners and to meet the set objectives. Finally, the fourth teacher responded that she usually chooses the right activities that interest her students and simulate their motivation such as discussions, simulations, role-plays, and debates.

Question 4: Are you provided by a syllabus to teach this module?

Yes	No
0%	100%

Table 13: Syllabus Availability for the Teachers

According to all the interviewed teachers there is no syllabus to teach Oral Expression at the Department of Letters and English Language, the absence of which results in inconsistency in both teaching and learning.

Question 5: Do you plan your lessons?

Yes	No
75%	25%

Table 14: The Teachers' Lesson Planning

This question was intended to investigate whether the interviewed teachers follow a well-defined and organized plan to deliver their lessons. The first, the third, and the fourth teacher confirmed that they all use lesson planning, except for the second teacher who answered 'no', which was reflected during the classroom observation.

Question 6: list (in order) the ten first lessons you teach in the first semester in your Oral Expression classes.

The aim of this question is to reveal the inconsistency in the teaching program of second year students. The provided lists by each of the four interviewed teachers were completely

different from each other. This revealed that there is no consistency in the teaching of Oral Expression at the Department of Letters and English Language, and the students in different groups are introduced to different contents and a variety of topics. The lists are provided in appendix C.

Conclusion

The teachers' answers to the interview questions unveiled a number of facts about their teaching practices. Firstly, three out of four teachers claimed adopting a communicative method/approach, which was not the case in the classroom observation. In the first observed class the teacher was the dominant, explaining rules of pronunciation and giving instructions. There was no room for communication or expressing ideas, which is completely the opposite of what a communicative approach entails. The second teacher admitted that she has no clue about language teaching methods and that she never plans her lessons, which totally matched her observed class. The third teacher claimed that she uses a communicative approach, which was the case in the observation. However, there was one practice that did not really collocate with the principles of the communicative approach, namely, the teacher talk time which was excessively used. On the other hand, the teacher tried to stimulate communication among her students through asking several questions related to the topic of the presentation, and allowed them to discuss and express their points of view. The last teacher also claimed adopting a communicative approach, but her class was more structural than communicative. She mainly played the role of the instructor, and the students were merely receiving information, instead of communicating their own thoughts and ideas. Although she tried to stimulate interaction among the students by

asking them to prepare their own conversations, they were not responsive and they seemed to be uninterested and demotivated.

When asked about researching their students' needs, the four teachers reported that they do take them into consideration, and that they are fully aware of their interests. The second teacher mentioned that in order to meet her students' needs, she usually implements a variety of activities to motivate them to speak, which completely contradicted what was observed during her class. In addition, the students' demotivation and disinterest in the fourth class was a proof that their teacher did not really take their needs into consideration, otherwise she could have introduced a topic that they would learn from and attract their attention more.

The incoherence of the content introduced to second year students in their Oral Expression classes, was explained by their answers about the unavailability of a precise syllabus to teach this module.

Except for the second teacher, the rest said that they do plan their lessons. And it is important to note that an organizational pattern was obvious in the way they delivered them. They seemed to be well-aware of each stage.

Again, the last question revealed that there is no coherence and no coordination between the teachers of Oral Expression of second year students. Each one of them provided an utterly different list of topics that they claimed they would introduce during the first semester.

IV. 3 Students Needs Analysis

Introduction

Before designing a syllabus, a study of students' needs and interests was conducted in order to set objectives and plan lessons that meet their expectations. Researching the students' needs also helps in promoting the success of the designed syllabus as well as the teaching and the learning processes.

IV. 3.1 Description

In order to study the students' needs, a lesson was adopted from a website (film-english.com), and was tailored in order to suit the students' level. This lesson won the British Council's Teaching English Blog Award in September 2015 (check Appendix D). The lesson provided and integration of both qualitative and quantitative approaches to needs analysis. The qualitative method was based on notes taken by the researcher-teacher from the discussion of different questions with the students throughout the lesson stages. This approach was used because the students generally feel more comfortable and freer when expressing themselves during open discussions. The quantitative method was based on the analysis of a composition the students were required to write as homework to express their needs, interests, and expectations from the Oral Expression classes. The compositions were analyzed and the students' expressed needs were interpreted in terms of their frequency of occurrence, and then translated into percentages. The needs of 64 students were examined.

IV. 3.2 Analysis and Discussion of the Results

As mentioned earlier, the students' compositions were thoroughly examined by the researcher-teacher. Their expressed needs and interests were firstly highlighted then categorized according to their frequency of occurrence.

IV. 3.2.1 Learners' Needs Frequency of Occurrence

The following table represents the students' expressed needs and interests' frequency of occurrence in the analyzed compositions of two groups.

Needs and Interests	Frequency
Communication	59
Vocabulary	50
Fluency	29
Self-confidence Building	25
Motivation	20
Listening skills	28
Grammar	15
Argumentation skills	25

Table 15: Learners' Needs Frequency of Occurrence

a. Communication

Expressed Need	%
Communication	92.18%

Table 16: Communication as an Expressed Need

It concerns the students' expressed needs in matter of communication skills in general. Fifty nine students out of sixty four mentioned in their compositions that they aim at learning how to communicate in English. They also mentioned the term 'communication skills' and 'conversation skills'. They also explained that they want to acquire the ability to interact in

different social situations and to make long conversations following specific strategies, especially with strangers and native speakers. Finally, they added that scoring well in the exams is not their main aim.

b. Vocabulary

Expressed Need	%
Vocabulary	**78.12%**

Table 17: Vocabulary as an Expressed Need

Expanding the vocabulary baggage was the interest of fifty students. Their biggest concern was to learn new words and expressions to be able to talk and express themselves in a variety of topics. Moreover, they mentioned that idiomatic expressions are very important in building up their vocabulary storage, which will make them sound like fluent speakers of the target language. They also asserted that the lack of topic-related vocabulary usually hinders them from expressing their opinions freely because they get stuck trying to translate some terms from their mother tongue into English, which they described as a tiring and demotivating process.

c. Fluency

Expressed Need	%
Fluency	**39.06%**

Table 18: Fluency as an Expressed Need

Becoming fluent was the expressed need of twenty nine students. They stated that their aim is to speak like native speakers with no excessive hesitation, pauses, or silence. They also related fluency to pronunciation. Moreover, they referred to discussing a variety of topics in order to develop their knowledge in different fields and know about related concepts, which in their opinion will help them become more fluent.

d. Self-confidence

Expressed Need	%
Self-confidence	**39.06%**

Table 19: Self-confidence as an Expressed Need

Self-confidence appeared to be an issue for twenty five students. They admitted that their shyness is what makes them reluctant to speak and express themselves. Although most of times they know the answers, they fear making mistakes which in turn will cause others to make fun of them. Others explained that once they start speaking in public, their hands and even their voices start shaking involuntarily. Others stated that the lack of words and necessary vocabulary is what actually makes them afraid to talk.

e. Motivation

Expressed Need	%
Motivation	**31.25%**

Table 20: Motivation as an Expressed Need

Motivation was the concern of twenty students. Some students mentioned motivation as a greatly influential factor. According to them, providing a motivating atmosphere in the classroom is the teachers' responsibility. Also, discussing a variety of interesting and thought provoking topics makes them eager to learn and willing to engage in the learning process. Fifteen students wrote that games can serve as a great source of motivation as they can create a positive atmosphere to learn.

f. Listening

Expressed Need	%
Listening	**43.75%**

Table 21: Listening as an Expressed Need

Becoming a good listener and being able to follow and understand what is being said and communicated is what twenty eight students reported as one of the aspects that they really want to learn. They believe that listening is a very important aspect that might define their success in acquiring the language. They stated the problem of not being able to understand native speakers when watching movies or the news, and even when listening to songs or audio tracks.

g. Grammar

Expressed Need	%
Grammar	**23.43%**

Table 22: Grammar as an Expressed Need

Fifteen students out of 64 reported accuracy as one of their main interests. They wrote that they face difficulties in speaking correctly without making grammatical mistakes. They mentioned that making a lot of grammatical mistakes is what hinders them from speaking and expressing themselves freely. However, during the lesson they admitted that speaking correctly does not imply memorizing grammatical rules, and that all they need is to practice their language more. They believe that the more they practice the target language the fewer mistakes they will make.

h. Argumentation Skills

Expressed Need	%
Argumentation skills	39.06%

Table 23: Argumentation Skills as an Expressed Need

Twenty five students explained that they want to learn how to debate and give arguments. They also mentioned they want to learn discussion skills and techniques: how to express one's opinion, expressing agreement and disagreement …etc.

IV. 3.2.2 Notes Taken from observing the Two Lessons

This part represents the qualitative approach of the research. As mentioned earlier, during the lesson, the students in both groups were asked a variety of questions to get more insights about their needs and interests. It is combination of both learner's needs analysis and task analysis. It combines, not only the students' expressed interests at the level of language

development, but also a **task analysis** to gather information about tasks and activities expected by the students in the classroom.

At the beginning of the lesson, the students were asked why they wanted to learn English. Their answers varied, and most of them explained that they want to travel and as English has become a universal language, it will help them interact easily with foreigners. Some other students said they want to become teachers of the language, while some others confessed that they have no idea about their goals behind learning this language simply because they are not studying it by choice and that they did not even want to major in it. The rest said that they just love the language and they would like to learn everything related to it and its culture.

When asked about their expectations from the Oral Expression class in terms of activities and tasks, they mentioned the following: Discussions and debates, role-plays, games, songs, movies, activities about idioms and presentations. For the latter, some students mentioned that they have a problem speaking in front of their classmates because they feel stressed and shy and also do not know how to make a good presentation.

By the end of the session, both groups were asked about what they were introduced to in their first year Oral Expression class. Students from the first group (G.3) reported that their previous teacher taught them how to interact when in the airport, restaurant, bank, hotel, making phone calls and so on. Therefore, they were introduced to aspects of **talk as transaction** or **transactional talk**. On the other hand, students of the second group (G.4) said that they used to have free classroom discussions about different topics, which their teacher used to suggest in addition to playing games such as miming, heads-up, and cross-word puzzles. It should be mentioned that they were taught by two different teachers.

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Conclusion

The conducted needs analysis revealed that students share more or less the same interests, needs, and expectations from the Oral Expression class. The most common expressed need 'communication', to some extent, reflects the students' awareness about the main aim behind learning the target language, which is acquiring effective communication skills or, in other words, communicative competence. It is also important to note that studying and asking about the students' needs and considering their interests may help them define new objectives and set goals especially for those who have never thought of them. This was the case of most students in both groups when they were first asked about expressing their needs and objectives. Another advantage is giving the students a sense of security and trust towards their teacher, who will tailor the lessons to meet their needs. When a teacher researches his students' needs and interests, this might give his some insights on what to include and what to exclude from a designed program. By taking the students' needs into consideration, the teacher will always succeed at keeping them highly motivated and interested in the content being introduced, and will guarantee that they are always benefiting from their Oral Expression classes. It is also the teacher's job to help the students set new goals and objectives through drawing their attention to other important skills they should acquire.

Chapter Five

A Suggested Syllabus and Approach to Teach Oral Expression

Chapter Five

A Suggested Syllabus and Approach to Teach Oral Expression

Introduction

This research mainly addresses the issue of teaching Oral Expression at the Department of Letters and English Language, where the teachers of this module are not provided with a given syllabus to follow. For this, a syllabus which comprises a number of lesson plans will be designed and provided by the researcher-teacher. The lessons will be planned based on the results obtained from the students' needs analysis. Also, the context, classroom size, and availability of teaching materials will all be taken into consideration. The suggested syllabus is eclectic because it adopts different teaching methods and strategies. This syllabus integrates aspects from both process-oriented syllabuses and product-oriented syllabuses. It does not only focus on the outcomes of the instruction, but also on the techniques, strategies, and tasks that are implemented in order to reach the desired objectives. Thus, it adopts the broad view of syllabus design as it tackles not only the 'WHAT' or content, but also the 'HOW' or methodology. The approach and method used to deliver the lessons are also integrated because they apply features from different language teaching approaches and methods: Grammar Translation Method, Direct Method, Audio-lingual Method, and Communicative Language Teaching. This chapter will introduce only the theoretical grounds of the suggested syllabus and approach, it will also give some insight on the principles that will guide the selection of its content after conducting the students' needs analysis.

V.1 Integrated Syllabuses

The suggested syllabus selects features from different syllabuses: grammatical syllabuses, notional-functional syllabuses (product-oriented and synthetic), and also from task-based syllabuses and procedural syllabuses (process syllabuses/analytic). Those features were integrated as follows:

V.1.1 Grammatical Syllabus

The suggested syllabus adopts the notion that language should be learned in an additive, linear way. This is how the different conversation skills should be introduced. Learners should be exposed to one skill at a time, and the introduction of the second feature always depends on the comprehension/ understanding of the first. Also, it includes grammatical structures that are needed to guarantee efficient acquisition of the introduced skill.

V.1.2 Notional-Functional Syllabus

The syllabus focuses on the communicative functions of the English language. It shows how one function can be fulfilled through various structures and vice versa. It also places the learners' communicative needs at its center. Moreover, it introduces language that reflects real-life communication situations, and implements tasks that promote its use. As both syllabuses are product- oriented, the present suggested syllabus also focuses on the learning outcomes in terms of conversation/interaction skills and the related language acquired.

V.1.3 Task-Based Syllabuses

The current syllabus focuses on the types of tasks adopted to assure a better acquisition of conversation skills. The various implemented tasks were selected according to their relevance to the context and the learners' needs. Authentic materials were used throughout the

activities to give them more credibility. The syllabus also defines the purpose for learning each interactional aspect.

V.1.4 Procedural Syllabus

The designed syllabus selects methods, strategies, and techniques that best suit different lesson stages, tasks, context and learners' needs. Moreover, the students can participate with some of their own suggested or even designed tasks and games.

V. 2 Integrated Approaches and Methods

The approach and method adopted is also eclectic. It integrates features from: Grammar Translation Method, Direct Method, Audio-Lingual Method, and Communicative Language Teaching. The following explains what features are adopted from each:

V.2.1 Grammar Translation Method

Translations and introducing grammatical structures were the two main aspects adopted into the present syllabus. When discussing the different conversational strategies, students should be asked to give examples in their own dialect (Algerian Arabic), for instance about topics and expressions used to initiate small talk, take turns, interrupt, and so on. Also, some grammatical patterns are to be introduced and explained by the teacher (such as negative questions and tag questions), which will later be needed to carry out some oversational strategies.

V.2.2 Audio-Lingual Method

Audio-lingual features were reflected through the use of dialogues and imitation. Sometimes grammar should be taught inductively as the students should induce grammatical patterns from the context. Authentic materials such as videos, songs, articles, and movies are to be implemented to provide a rich environment to learn the foreign language. In addition, a

language cannot be taught without dealing with its culture, that is why it should be introduced by both the teacher and the learner. Moreover, games are very important to be used in order to reinforce learning, and to keep the students highly motivated.

V.2.3 Direct Method

Some aspects of the direct method are also embedded in the lesson plans that constitute the present eclectic syllabus. Realia, pictures, and illustrations are used to explain and exemplify some conversational features or strategies. Miming is also used in order to work on the students' body language, and to highlight the importance of non-verbal behavior to communicate ideas. Moreover, simulating real-life situations and assigning them for students to act out is a crucial activity that helps them practice conversational skills. Presenting about the foreign life style and communication etiquettes can be done by both the teacher and the students in order to raise the awareness about the other cultures' way of communication and how it is affected by their own way of thinking and customs. Pre-teaching vocabulary or generating it through brainstorming helps learners discuss a variety of related topics using the suitable and the most expressive words or lexis to communicate their points of view and ideas. Finally, fill-in the gap or information gap activities are used to increase the students' talk time and provide practice for the previously presented language or skills.

V.2.4 Communicative Language Teaching

Role-plays provide practice of conversation skills in the classroom simulating real-life communication situations. Introducing structural patterns along with the functions they perform and the various meanings they might convey in different social situation, is another aspect of the Communicative Approach that is adopted in the present eclectic syllabus, in addition to group work, expressing opinions and negotiations.

V. 3 Principles

The following questions were adopted from Larsen-freeman's book "Teaching by Principles" in order to specify the principles of the suggested integrated approach/method:

1- What are the goals of teachers who use this method?

Teachers introduce different speaking skills through a variety of techniques and activities. They give learners opportunities to practice their spoken language by simulating real life communication situations, and help them develop their communicative competence.

2- What is the role of the teacher? What is the role of the student?

The teacher's role is **to facilitate** learning through introducing and explaining the various speaking techniques needed to meet the learners' expectations. Teachers are also supposed **to provide** learners with necessary knowledge and information to develop their communication skills. Another role for the teacher is **to guide** the learners through their learning process. This can be achieved by raising the learners' awareness about the different learning styles and strategies, and by teaching them how to become autonomous. The teacher also **observes** the learners in action, for instance, when acting a role-play, presenting, debating, discussing, or preparing a task and takes notes to provide feedback by the end. This also helps the teacher track the learners' improvement as related to a particular skill or skills, and to gain insights on what the learners lack in terms of language or communication strategies to take them into consideration in future lessons.

Students are supposed to adopt **an active role**. Their needs and interests form the basis of instruction units' selection. They are also given the opportunity to **participate** in suggesting some relevant classroom activities or games which might promote their learning process. Students are supposed to be **autonomous** and **responsible** for their own learning, they manage their own conversations, negotiations, and presentations.

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3- What are some characteristics of the teaching/ learning process?

Various tasks, activities, and techniques should be adopted in order to provide a varied and rich learning environment. A range of activities such as: role-plays, fill-in the gaps, miming, games and other interactional activities are to be implemented to teach speaking skills. Movies, videos, magazines, and songs should be used as authentic materials. Students might either work individually, in pairs or in groups depending on the aim of the lesson.

4- What is the nature of student-teacher interaction? What is the nature of student-student interaction?

The teacher talk time or TTT should be kept to its minimum. The teacher is expected to explain and clarify necessary concepts that are related to the lesson, and give instructions to carry out a particular activity. Sometimes, the teacher can act as a co-communicator in some tasks, especially when the students face difficulties at some levels. During group work or pair work, the teacher is expected to go around the classroom to provide help and give feedback, or to give further explanation. Even when playing games, the teacher might participate which may motivate students and diminish their stress and shyness.

5- How are the feelings of the students dealt with?

Motivation is a very important factor that encourages students and boosts their interest in the lessons. It promotes and eases both the learning and the teaching processes. When the students are motivated, they are generally more willing to participate and communicate their ideas, which will boost their self-confidence. Moreover, weaker students should be given more attention and more opportunities to express themselves, and they should also be paired or grouped with better students to help them with possible difficulties with the tasks or even encourage them to improve. Shy and reserved students should have more chances to communicate their thoughts, and it is also the teacher's role to help them become more

confident by praising them, providing positive reinforcement, and providing a secure learning environment.

6- How ids language viewed? How is culture viewed?

Language is considered as a means of communication and a tool to convey meaning, feelings, and attitude in a variety of contexts and situations. So, the aim behind learning a language is to become communicatively competent. Also, language and culture are flip sides of the same coin, which means that teaching a language cannot occur without introducing its culture. The latter can be introduced in dialogues, songs, movies, or presented by either the teacher or the student.

7- What areas of language are emphasized? How culture is viewed?

As the present eclectic method is meant to be implemented to teach Oral Expression, the speaking skills are to be emphasized. In such a module, students are supposed to learn how to interact in the foreign language successfully. There are actually a lot of speaking skills that need to be mastered, which makes it hard to introduce them all in a semester or two. For this, in order to decide which skills are to be taught and focused on, a study of students' needs and interests was conducted and analyzed by the researcher-teacher.

8- What is the role of the students' native language?

The mother tongue can sometimes be used and only in case of highlighting cultural differences or culture-related concepts for the sake of comparing and contrasting (e.g. proverbs). So, its use is not completely eliminated, but it is not to be overused. The foreign language (English) is the only medium of interaction.

9- How is evaluation accomplished?

Students are evaluated according to the degree of mastering the skills introduced in

the lessons, based on the criteria described by the teacher. For instance, if students are expected to master skills related to talk as performance, the following techniques are to be evaluated: maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary and so on.

10- How does the teacher respond to students' errors?

During tasks or activities, the teacher takes notes of the students' most common mistakes for giving students feedback in the end. Interrupting students when performing a task might distract them and make them more anxious and unable to concentrate to express themselves. Moreover, error correction and feedback can also be the task of the students as they might observe their classmates in action to provide them with feedback, and might even evaluate their performances.

V. 4 A Suggested Syllabus

The following aspects will provide some insights and a description of aims, structure, and content of the suggested syllabus.

V.4.1 Rational

To teach Oral Expression at the Department and English in a more efficient way, there is a need to create a flexible syllabus. Taking second year students as a sample, the following syllabus is suggested based on their expressed needs and interests.

V.4.2 Aims of the Syllabus

The content of the syllabus is selected based on the students' needs and interests. So, by the end of the semester, the students are firstly expected to be satisfied with what they were introduced to. They are also expected to develop their speaking skills in different social situations, and to become good conversationalists by following and applying the different

techniques of talk as interaction. They are also supposed to develop their cultural awareness, which will help them make any conversation in any cultural context successfully. Through discussing a variety of topics, students are supposed to enrich and load their vocabulary baggage, which can also be achieved through vocabulary games and activities. Moreover, for successful communication, students need to manage their non-linguistic behavior. Body language is believed to construct 95% of a successful communication, and being able to manifest appropriate and expressive non-verbal language, which suits the situation and the context, is among the elements that students are expected to acquire. The current syllabus also aims at motivating the students by engaging them in various activities and language games and boosting their self-confidence to help them overcome their lack of confidence, which is a huge obstacle that hinders them from expressing themselves freely.

V.4.3 Needs analysis

Learners are placed at the central interest of the present syllabus. Before setting its plan and design, a study of students needs was conducted, and objectives were defined according to their expressed expectations and interests. Samples of the students' expressed needs and interests are included in the appendix.

V.4.4 Syllabus Content

The content of the present syllabus focuses on developing the students' talk as interaction skills (conversation skills). To achieve this, a series of interconnected and logically related lessons was planned by the researcher-teacher. The lessons highlight the most important conversational techniques: small talk, turn-taking (back channeling, adjacency pairs, and interruptions), topic shifts, and conversation closings. In addition to culture and non-verbal behavior and other related lessons which help reinforce the acquisition of the skills.

V.4.5 Format and Procedures

The present syllabus requires three hours of class work per week for a whole semester. Every class will start with introducing an idiom and a cultural fact as a warm-up. The latter is followed by a lead-in activity which varies according to the focus of the lesson: questions, realia, pictures, videos, brainstorming, miming and so on. The rest of the lessons' stages will be presented under the form of: role-plays, individual work, group activities, group discussions and debates, presentations, songs, games, and movies. The lesson plans follow the patchwork pattern that was presented by Harmer (1998) in his book "How to Teach English". This sequence provides an appealing balance between the three main stages that a lesson plan should go through (ESA): Engage, Study, Activate. The patchwork does not entail that the three aspects should be applied in a straight line (ESA); however, they can be applied in a variety of orders. Class attendance is required as a part of assessment. When the students are not taking part in a given activity such as role-plays or group debates, they act as judges and observe their classmates in action for feedback. Assessment will be achieved through the use of the Conversational Skills Rating Scale or the CSRS which is suggested by Spitzberg (2003), and which is considered as a reliable tool to evaluate the learners' interactional skills. Also, continuous formative assessment will be used as a means to provide feedback for students throughout the lessons.

V.4.6 Assumptions

The results of the students' needs analysis revealed that basically all the students at this level, more or less, share the same interests and expectations from Oral Skills classes. The syllabus and the lesson plans are flexible. Teachers who follow the suggested syllabus might add or even omit parts that they may see unnecessary. So, the syllabus content is open for discussions and modifications primarily to meet the students' needs and interests. It is crucial

to note that implementing the same program and adopting a unified approach to teach the Oral Skills should be compulsory in order to maintain an organized teaching process, to achieve consistency of the learning process, and to make the learning outcomes homogeneous. The necessary worksheets, photocopiables, videos, and audio tracks are also provided. Finally, it is important to inform the students about the syllabus content upfront, which will give them a sense of trust towards their teacher.

V.4.7 Evaluation

For the continuous formative assessment, students will be graded according to their attendance (2pts.), participation (7pts.), and accomplishment of their assignments and quizzes (7pts.). For the exam, evaluation will be based on the Conversational Skills Rating Scale or the CSRS, which was proved to be reliable to test and assess the students' interactional skills as they are the main focus of this syllabus. It consists of 25 conversational aspects rated on a scale of 1 to 5. Two kinds of forms of this scale can be used: Observer's form and the individual or peer evaluation form. The results will be later interpreted by the teacher including other aspects such as accuracy and mistakes made by the students during the exam. After the exam, the teacher is expected to give feedback on the students' performances. As shown in the following fact sheet and an observation form taken from Spitzberg (2003) :

1 = Inadequate
2 = Fair
3 = Adequate
4 = Good
5 = Excellent

V.4.8 Academic Integrity

- Each student is supposed to abide by the department's guidelines and teacher's instructions.

- Students' suggestions and contribution to add extra activities or games to the syllabus are encouraged.
- Students will be excluded after three unjustified absences.
- During examination, students may be evaluated in two possible reliable ways to test interactional skills. In pairs (mainly for role-plays), or in groups of three (discussions and debates). It is also important to mention that it is for the teacher to set the pairs or the groups.
- After the exams, the teacher devotes a whole session in order to give students feedback on their performances.

V.4.9 Syllabus Schedule

The first semester consists of 26 sessions. The following schedule shows how the different lessons should be dealt with throughout the semester.

Class	Topic	Focus
1	**Learning styles (1)**	Discuss different learning styles. Discuss various learning strategies.
2	**Learning styles (2)**	Introduce an eclectic learning style, and discuss its effectiveness.
3	**Small talk (1)**	To familiarize the students with the concept of small talk. To draw the students' attention to the importance of making small talk to break the ice. To teach the students how to make small talk in different situations.
4	**Small talk (2)**	To discuss appropriate and inappropriate small talk topics. To introduce small talk key words and expressions To practice small talk
5	**Socializing (1): Breaking the ice**	To discuss and deal with some of the psychological issues connected with starting conversations with strangers. To teach some useful phrases for starting and leaving a conversation. To provide practice and feedback of the situation of starting and leaving a conversation with strangers.
6		To raise awareness of some techniques for maintaining a conversation with a person you have just met.

	Socializing (2): Keeping a conversation going	To analyze the effect of different types of questions, and practice making different types of questions. To come up with and analyze a bank of questions that can be used to keep conversations going. To analyze and practice a technique for turn-taking in a conversation.
7	**Socializing (3): From contact to partner**	To discuss techniques and potential problems connected with moving from superficial relationships towards friendship and partnership. To introduce a range of functions and exponents for inviting, insisting, accepting, refusing…etc. To practice the language and skills in a series of controlled role-plays.
8	**The Halo Effect**	To introduce the concept of 'the Halo effect'. To introduce common questions, and key answers and expressions related to job interview. To practice job interviews.
9	**Turn-taking (1)**	To introduce turn-taking. To illustrate good and bad turn-taking.
10	**Turn-taking (2)**	To introduce other ways to take turns: noise, intonation, hesitation, and silence. To discuss turn-taking violations: interruption. To practice interruption, refusing interruption, and getting back to the topic.
11	**Turn-taking (3)**	To familiarize the students with another concept related to turn-taking (back-channeling). To practice different back-channeling techniques
12	**More conversational skills**	To introduce adjacency pairs and discuss how they should be used in a conversation. To introduce and practice other conversational skills: topic shifts, speaking of oneself, encouragement of partner to talk, maintenance of topic, use of time speaking relative to partner.
13	**Amnesty/Celebrity crimes**	A speaking activity with emphasis on fluency to examine students' discussion skills. To practice giving reasons and expressing opinion.
14	**Debates (1)**	To learn how to express agreement and disagreement. To learn how to give and ask for opinion.

15	**Debates (2)**	To learn more about the language of debate including body language To draw the students' attention to the importance of body language in debates and how to use it. To practice debate techniques.
16	**The Law of Attraction**	To introduce the concept of 'The Law of Attraction'. To activate the language of debate. To observe the learners' body language when presenting
17	**Crime and Punishment**	To learn crime-related vocabulary. To activate debate language.
18	**Body Language (1)**	To learn how to transmit a message using body language To highlight the importance of body language for a successful communication.
19	**Body Language (2)**	To discuss, illustrate and practice different body language types: facial expressions, eye contact, physical appearance, spatial behavior, paralinguistic (pitch, tone), kinesics (gestures, posture).
20	**Conversation Lesson: News**	To develop fluency through a range of speaking activities. To introduce vocabulary related to news. To practice body language, debates, and conversation skills
21	**Human Rights**	To learn vocabulary related to war and peace. To engage the students in discussing issues related to Human Rights. To activate debate language and other conversation skills
22	**Body language (3)**	To watch a movie (Collateral Beauty) and act the principle scenes which require using body language. To learn new lexis in context.
23	**Having a good sense of humor (1)**	To stress the importance of having a good sense of humor. To practice writing punchlines and telling jokes.
24		To introduce other concepts related to a good sense of humor.

	Having a good sense of humor (2)	To give tips on how to develop a good sense of humor.
25	**Culture (1)**	To highlight the importance of learning about culture. To discuss some cultural facts and differences. To introduce and discuss culture shock.
26	**Culture (2)**	To highlight and discuss the major differences between the American and British cultures.
27	**Culture (3)**	To learn about other aspects related to culture: communication strategies, life style, body language, jokes, and traditions.

V. 5 Suggested Lesson Plans

Each of the suggested lessons is followed by the necessary worksheets, in addition to a CD which contains the rest of the needed materials such as: videos, audio tracks, books, and other photocopiables. Most of the lessons were created and planned by the researcher-teacher, and only a few were adopted from different websites. The format and the elements of the adopted lessons were not changed in order to provide a variety of lesson plans format and samples.

V.5.1 Description

The following lesson layout is suggested by the researcher-teacher:

Title of the lesson
Lesson plan

Name: **Date:**

Level: **Time:**

Aim(s):

Lexis (vocabulary):

Procedure	Time	Focus	Materials	Aim
Type of activity, and instructions for the teacher.	How long the activity takes.	**S-S** (Student-Student) **T-S (**Teacher-Student) **T-Ss**(Teacher-Students) **Ss-Ss** (Students-Students)	Realia, Props, Handouts…etc.	What will the students learn from the activity (the objective).

As shown in the table, the lessons are divided into: 1) procedure, 2) time, 3) interaction, 4) materials, and 5) aim. Each of these items provides the teacher with the important and needed instructions and information that will help in introducing the lesson in an organized way. The first item **'procedure'** defines the type of the task or activity, and gives clear instructions about what both the teacher and the students are supposed to do throughout the task. The second item '**time'** specifies the duration of the task or activity, which helps the teachers manage their time and finish not only the lesson, but also the program in the allocated time. The third item **'interaction'** gives information about the participants who are supposed to take part in a task or involved in an activity, and how the interaction takes place. This can be between the teacher and the students (**T-Ss**), and in this case the teacher's role is mainly to give instructions or explanations, or ask questions, while the students are expected to give answers or act according to those instructions. The interaction can also occur between two students (**S-S**), and this usually refers to pair work. Finally, the students can work in groups and this is what is referred to as students to students interaction (Ss-Ss). Specifying the way in which an interaction should go, facilitates the task for the teacher and makes it more organized, and it saves both time and energy. The fourth item **'materials'** gives information about what is needed to carry out a given task such as videos, pictures, audio tracks and so on. The last item **'aim'** defines the objectives behind a particular activity or a given stage in the lesson, which gives a sense of coherence and continuity at both the learning and the teaching processes.

As it was mentioned earlier, a few lessons were adopted from other websites, and it can be observed that the layouts and the lesson patterns are different. It should also be noted that the format, spacing, and style of the worksheets were kept as found in the original sources.

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V.5.2 Lesson Plans

<div align="center">

Learning Styles
Lesson Plan Part 1

</div>

Name: Amina Haddid   **Time: 1h 30min.**

Level: Second Year

Aim(s): - Discussing the different learning styles
- Discussing various learning strategies
- Drawing the students' attention to the effectiveness of an eclectic learning style

Procedure	Time	Focus	Materials	Aim
Warm-up Idiom of the day: To take a rain check -The teacher explains the idiom and gives examples, then the students try to give their own.	5 min.	**T-Ss**	Board	To stress the importance of using idioms in everyday conversations in English.
Lead-in The teacher: -Writes on the board: 'Tell me what you need English for; I will teach you the English you need' and discusses the students' learning goals. -Displays pictures of a group of learners studying with different styles. -Asks the students to describe the pictures and guess what the lesson is going to be about.	10min.	**T-Ss**	PCs. Pictures	To introduce the lesson.
Brainstorming The teacher is supposed to: -Write the word 'learning' on The board. -Ask the students to stand up, give them a small ball and ask them to pass it to each other. Whoever catches the ball should say one word or expression related to 'learning'.	5min.	**Ss-Ss**	Board Ball	-To generate ideas and words related to 'learning' -To learn new words. -To engage and motivate the students.

Listening for gist http://www.learnenglish.org.uk/prof_mp3/ Learning_Styles.mp3 The Students are supposed to: -Listen to an audio recording of students talking about their learning strategies and styles. -Deduce the main idea of the recording. -Answer True/False questions.	20min.	**Ss-T**	PCs, Headphones Audio track Worksheet A	-To introduce the concept of learning styles and strategies. -To practice the listening skill.
Listening for details: The students are supposed to: -Listen again to answer questions and discuss www.teachingenglish.org.uk -Deal with idioms and new vocabulary in the listening. (Worksheet A)	20min.	**Ss**	PCs. Headphones Audio track Worksheet A	-To check the students' comprehension. -To encourage them to infer the meaning of new expression or words from context.
Group Discussion The students are supposed to: - Share and discuss their learning styles according to the descriptions provided in the listening activities. -Answer worksheet B.	15min.	**Ss-T**	Worksheet	To discuss the students' learning styles.
Game -Students play a learning styles game called 'Squiggle Game' www.brainboxx.co.uk/a2_learnstyles/pages/Squiggle.htm	15min.	**Ss-Ss**	/	To gain more insights about the different learning styles.

Comments (optional)

The students are asked to:

- Bring scissors, white papers, pencils, and envelopes for the coming session.
- Print and bring handouts/ worksheets they receive on their emails.

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Lesson Worksheets:

Pictures can be downloaded from google images.

Learning Styles. Worksheet A – Listening tasks

Downloaded from the British Council's website: www.teachingenglish.org.uk

Task 1: Listening for gist meaning

Are these statements True or False?

1. The three speakers are all learning English.

2. Josef uses pictures to help him learn English.

3. Ana finds learning English vocabulary too difficult.

4. Paula has a messy notebook.

5. Josef invents games to remember grammar rules.

6. Paula thinks that they all learn English the same way.

Task 2: Listening for detail. Reordering vertically

Put the following sentences into the order that you hear them in the audio text and say who says them. Ana, Josef or Paula?

1. I find grammar quite difficult.

2. I like the way you organise everything into columns and charts.

3. I just draw little pictures and symbols.

4. I think you'd better borrow Paula's. She takes lots of really good notes.

5. One man's meat is another man' poison.

6. I record myself reading grammar rules sometimes too.

7. We all seem to have completely different ways of studying and learning.

Task 3: Post-listening discussion task. Look back at who says what.

1. How would you describe Ana, Josef and Paula as learners?
   a. visual b. auditory c. kinaesthetic d. linguistic e. logical

2. What are their strong points?

3. Are there any of the learning strategies discussed in the extract that you already use in your own learning?

Worksheet B – Learner styles

Answer the following questions by thinking about the way you learn.

Do you like learning:

1. by memory?
2. by problem solving?
3. by getting information for yourself?
4. by listening?
5. by reading?
6. by copying off the board?
7. by listening and taking notes?
8. by reading and making notes?
9. by repeating what you hear?

10. by using tables and charts?

(Tick your four favorite ways of learning)

1. Go around the room and try and find people who have ticked the at least three of the same sentences as you.

2. In your new groups discuss what sort of learners you think you are.

3. Write a list of your own strengths and define a list of learning strategies which you can use to help you learn better in the future.

4. Ask your teacher for guidance at this stage.

Learning Styles
Lesson Plan Part 2

Name: Amina Haddid   **Time: 1h 30min.**

Level: Second Year

Aim(s): - Discussing the different learning styles
- Discussing various learning strategies
- Drawing the students' attention to the effectiveness of an eclectic learning style

Procedure	Time	Focus	Materials	Aim
Warm-up -Idiom of the day: To be on cloud nine - The teacher explains the idiom and gives examples, then the students try to give their own.	5min.	**T-Ss**	Board	To stress the importance of using idioms in everyday conversations in English.
Lead-in (game) The students play 'the hangman' to guess the word ECLECTIC	5min.	**T-Ss**	Board	To introduce the topic of the lesson
Video The students are supposed to: - Watch a video about 'Learning styles and the importance of critical self-reflection' http://ed.ted.com/on/u6CCXlNO - Take notes -Discuss the content -Answer the question: What is an eclectic learning style?	25min.	**Ss-Ss**	PCs Headphones Video	-To introduce learning styles from another perspective. -To discuss new ideas.
Group work (workshop) -In groups of 4, students brainstorm different learning strategies. -They suggest strategies to learn grammar, vocabulary, and pronunciation -They suggest games and activities to be used in the classroom to learn grammar, vocabulary, and/or pronunciation (they can choose)	55min.	**Ss-Ss**	White papers Pencils Envelopes and Scissors	-To activate and motivate the students. -To encourage them to use their creativity -To encourage them to develop their own learning strategies.

-The students of each group present their ideas and discuss learning strategies -the teacher randomly chooses one or two groups to try their suggested game or activity -the students cut the cards of their suggested games and put them in envelopes with their names, and in each lesson one of them is used.		160		

Comments (optional)

Small Talk
Lesson Plan Part 1

Name: Amina Haddid   **Time: 1h30min.**

Level: Second Year

Aim(s):

- To familiarize the students with the concept of small talk
- To draw the students' attention to the importance of making small talk
- To teach the students how to make small talk in different situations

Procedure	Time	Focus	Materials	Aim
Warm-up - Idiom of the day: It is raining cats and dogs -The teacher explains the idiom and gives examples, then the students try to give their own.	5min.	**T-Ss**	Board	To stress the importance of using idioms in everyday conversations in English.
Lead-in -The teacher asks the students: How do you start a conversation with strangers in your country? What do you talk about?		**T-Ss**	/	To introduce the lesson.
Brainstorming -The teacher writes 'small talk' on the board, and the students try to share their ideas, words, or expressions related to the topic using a small ball as they pass it to each other.	5min.	**Ss-Ss**	Board Small ball	To share and generate ideas related to small talk.
Role-play In pairs, the students are asked to: -Discuss different social situations where they usually meet strangers and how they break the ice and initiate a conversation in each - Say the expressions used as icebreakers (opening expressions only) in their dialect - Act out their conversations in front of their classmates - Choose another situation and act it out in English only.	35min.	**S-S**	/	To engage the students.

			Pcs. Headphones Audio track	-To learn more about small talk, its definition, topics and techniques. -To learn new related vocabulary.
Listening The students are supposed to: -Listen to the audio track 'Are you big on small talk' from the BBC's 6 minutes English 03 'Are you big on small talk' (2015) http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-150129 and they read the transcript on the screens - Discuss the new vocabulary. -Discuss the ideas presented in the listening.	20min.	**T-Ss**		
Videos The students watch videos about small talk and discuss their content: -Small talk-how to start a conversation tips and tricks (animated). https://youtu.be/jiAZUeHD-Ng -4 Great conversation starters/small talk tips and tricks. https://youtu.be/5U3gWUuV1BI -5 AWSOME conversation starters. https://youtu.be/bYC4Nkf1KH4	25min.	**T-Ss**	Pcs. Headphones Videos	To learn other small talk tricks

Comments (optional)

Small Talk
Lesson Plan Part 2

Name: Amina Haddid   **Time: 1h30min.**

Level: Second Year

 Aim(s):

- To discuss appropriate and inappropriate small talk topics
- To introduce small talk key words and expressions
- To practice small talk

Procedure	Time	Focus	Materials	Aim
Warm-up Idiom of the day: to fall head over heels for someone. -The teacher explains the idiom and gives examples, then the students try to give their own.	5min.	**T-Ss**	Board	To stress the importance of using idioms in everyday conversations in English.
Lead-in **-**The teacher writes 'appropriate /inappropriate' on the board -Students brainstorm topics that are appropriate/ inappropriate for small talk in their country. -The teacher suggests a range of topics under each heading according to the students' own culture -The students discuss the two types of topics in the USA and in England.	10min.	**T-Ss**	Board Worksheet A	To discuss how small talk differs from one culture to another and focus on English and American norms.
Role-play -Teacher writes a list of suggested situations on the board for the students to choose from (2 per pair). They try to imagine themselves in the situations and initiate a small talk. Then, act out in front of their classmates who will evaluate their performance.	30min.	**S-S**	Board Worksheet A	To give the learners an opportunity to practice small talk according to the English/American norms.
Grammar 'Small talk techniques' The students Answer and discuss different types of questions and expressions that serve small talk www.Teach-This.com	15min.	**T-Ss**	Worksheet B or PCs	To discuss small talk techniques.

Game 'Speed Small Talk' -Students Practice small talk by talking to as many students as possible in the classroom about different range of topics: school, weather, sports, music, movies, travel, food…etc. - The maximum time to speak to one student is 2 minutes, then they switch to another. -Students can be given small talk topic cards to help them vary the topics (see worksheet)	20min.	**Ss.Ss**	/	Practice small talk

Comments (optional)

- The students are asked to read about small talk etiquettes around the world.

Lesson Worksheets

Worksheet A

Task 1 (Lead-in)

Is It APPRPRIATE or INAPPROPRIATE to talk about:

- Sports
- Politics
- Food
- Salary
- Jobs
- Family
- Religion
- Weather
- Address
- Travel
- Age
- Traffic
- Holidays

Task 2 (Role-play)

Role-play Suggested Social Situations:

- School/University
- The supermarket
- Coffee shop
- Park
- Train/bus station
- Neighbourhood
- Hair salon
- At the doctor's
- Party

Worksheet B

An important part of making small talk is to encourage someone to speak and to show interest in what they are saying. The following techniques will help you accomplish this.

Echo Questions

To make echo questions, repeat the verb 'to be' and auxiliary verb, or use 'do' in the correct tense if there is no auxiliary.

Examples:

A: I can speak three languages.   B: Can you?

A: They went to Japan last week.   B: Did they?

1. Reply to the statements with echo questions.

I like pop music.   _____?

She works as an accountant.   _____?

I went to Egypt last year.   _____?

It's a really nice place to visit.   _____?

Echo Words

Repetition of key words back to the speaker helps to show interest in what the speaker is saying.

A: I have just brought a new sports car. It cost $100,000.

B: $100,000?

A: I travelled around south-east Asia for six months.

B: Six months!

2. Reply to the statements with echo words.

I'm going to Italy next week.   _____

It took me two hours to get here.   _____

Harry is looking for a new job.   _____

I saw Sophia yesterday.   _____

Showing Attention & Agreement

When you are in a conversation, it's a good idea to show agreement and sound curious about what the speaker is saying.

Useful Expressions - Really? Yeah. Uhuh. Yes. Right. Sure. Mhm. How interesting. Wow.

Wh- Questions

To keep a conversation going and to help to show interest, ask follow-up questions. Remember to use the other techniques along with asking wh- questions otherwise it may sound like you are 'grilling' the other person.

Example:

I went to the hospital yesterday.

Follow-up questions - Why was that, then?

Which hospital did you go to?

What did the doctor say?

3. Write 5 follow-up questions for the following statement.

I went to the cinema yesterday.

1. _____

2. _____

3. _____

4. _____

5. _____

4. Read theses mini-dialogues

A: He teaches English.   B: English? Really? Where does he teach? A:

A: I'm thinking about moving house.   B: Are you? Where do you want to move to?

A: She worked there for 10 years.   B: Did she? How interesting. Why did she leave?

A: I've bought a new computer.   B: A new computer! Have you? Which brand did you buy?

5.Write examples of the techniques used by Student B to make small talk. Echo questions:

Echo words: *English?*

Showing Attention & Agreement: *Really?*

Wh- questions: *Where does he teach?*

6. Work with a partner. Read the conversation. Identify the techniques for making small talk.

A: What do you do?

B: I'm a student.

A: Really? Where do you study?

B: At the local university.

A: That's interesting. Do you like studying there?

B: Yes, I just started last week.

A: Last week! Not long then. What are you studying?

B: I'm studying Business administration.

A: Are you? I studied that too. What do you want to do when you graduate?

B: I'm not sure yet. I might start my own business.

A: Right. That's a good idea. What kind of business?

B: I want to open my own coffee shop.

7. In pairs, take it in turns to start a conversation by using one of the questions 1 - 10 below. Keep your conversation going each time by asking five follow-up questions. Don't forget to use echo questions, echo words, show attention and agreement.

1. Where do you live?

2. What are you going to do at the weekend?

3. Do you like going to the cinema?

4. Have you ever been abroad?

5. How long have you studied English?

6. Where do you come from?

7. How did you get here?

8. Where did you go on your last holiday?

9. What's your favourite food?

10. What do you do when you're not working/studying.

Before class, make one copy of the worksheet for each student in the class.

Procedure

Write *Small Talk Techniques* on the board and elicit different ways that someone can keep a conversation going, e.g. asking questions, showing interest, showing attention. Give each student a copy of the worksheet and ask them to look at Echo Questions. Go over the rule and point out that echo questions are not question tags. There is no positive to negative rule. Then, let the students do exercise 1.

Answers

1. Do you?

2. Does she?

3. Did you?

4. Is it?

Next, read about echo words with the class and then have the students complete exercise 2.

Answers

1. Italy? Next week!

2. Two hours!

3. Harry? A new job!

4. Sophia? Yesterday?

Read through the instructions for Showing Attention & Agreement, and then brainstorm with the class other phrases or words that they could add to the useful expressions.

Move on to asking wh- questions and give time for students to complete exercise 3. Then, go through the students' answers. Next, divide the students into pairs and ask them to read the mini-dialogues aloud. Students then complete exercise 5.

Answer Key

Echo questions: *Are you? Did she? Have you?*

Echo words: *English? A new computer!*

Showing Attention & Agreement: *Really? How interesting.*

Wh- questions: *Where does he teach? Where do you want to move to? Why did she leave? Which brand did you buy?*

Then, ask the pairs to read the conversation in exercise 6 and identify the small talk techniques. Go over the answers with the class.

Finally, explain that the students are going to practice keeping a conversation going. Students then take it in turns to start and keep a conversation going using one of the questions on the worksheet and asking five follow-up questions.

When they have finished all ten small talk conversations, have a class feedback session. Ask students to report to the class any interesting information they discovered about each other.

Socialising (1): Breaking the ice

Topic: Socialising: Breaking the ice

Aims:

- To discuss and deal with some of the psychological issues connected with starting conversations with strangers;

- To teach some useful phrases for starting a conversation and leaving a conversation;

- To provide practice and feedback of the situation of starting and leaving conversations with strangers.

Level: Intermediate (B2) and above

Introduction

For many people, the idea of walking into a room full of strangers and trying to socialise with them can be terrifying, especially if you have to use a foreign language. The barriers to 'breaking the ice' in a situation like this are just as much psychological as linguistic, which is why this lesson aims to get students thinking about the situation (through a quiz-based discussion and jigsaw reading) as much as speaking and practicing the skill of starting conversations with strangers.

1. Lead-in

Elicit from the class whether anyone has experience of attending an event where almost all the other attendees were strangers, for example:

- A large conference;
- A business mixer (i.e. a social event where businesspeople from many companies meet up for a meal or drinks, in order to make new contacts);

- An external training course (i.e. not one organised within a single company);
- A formal party.

If they have limited experience of such events, elicit some events that they might attend in their future careers. Discuss with the class how easy / difficult it was/ would be for them to start conversations with strangers. Discuss also how it might be easier or more difficult to do this in English.

2. Quiz

Divide the class into pairs or small groups, and distribute copies of the quiz. Elicit the meaning of the phrase **breaking the ice**, both the literal meaning (i.e. breaking through a layer of ice on water in order to allow boats to sail across it) and the metaphorical meaning (i.e. breaking the initial barrier between strangers, in order to allow a natural conversation to start).

Make sure students realise that the aim of the quiz is to generate discussion rather than find the 'correct' answers. They should therefore discuss each other's answers as they work through the quiz (e.g. Have you ever been in that situation? Why would you do that?). If they agree with none of the answers to particular question, they should choose the answer that is closest to their own, but also explain their own answer to their partners.

Allow around 10 minutes for students to work through the quiz, and then discuss their answers with the class, paying attention to any vocabulary problems (e.g. *to persuade sb to do sth*, *to recognise sb*, *to join in*, *a queue*, *eye contact*, *to escape*, *a buffet*).

3. Reading

Distribute copies of parts 1 and 2 of the reading text, so that each student has only one text, but each group has at least one person reading each text. Students read their texts to find which quiz questions are discussed in their part of the text.

After about five minutes, students go through the quiz again to discuss which part of the text mentioned each question and what it said about them.

Finally, discuss with the class whether everyone agrees with all the advice in the text. You could also check they understand the following words and phrases from the text, and what was said about each of them: *networking*, *to point sb in the direction of sth*, *a potential customer*, *daunting*, *to pretend to do sth*, *to admit sth*, *to get involved in sth*, *polite*, *to interrupt sb*, *embarrassed*, *your own worst enemy*, *to engage sb in conversation*, *to make the effort to do sth*, *to deserve sth*, *to hang around*, *to strike up a conversation*, *superficial*, *engaging*, *to moan*, *small talk*, *patience*, *to hide*.

Answers

1. According to the text (part 1), the best reason for attending a conference is (b).

2. Part 1 of the text recommends (a) as the best approach, but (b) is also a good strategy. Strategy (d) is even worse than (e). Part 2 recommends (c) and repeats that strategy (d) is bad.

3. Part 1 of the text says situation (b) is an opportunity, not a problem.

4. Part 2 of the text recommends options (c) and (d). Part 1 confirms that (a) is a bad strategy. Option (b) is implied in the advice not to hide, at the end of part 2.

5. Part 1 warns against too much selling, but this does not mean you can't talk about work (c). Part 2 warns against moaning (a, g) and recommends (b) and (h) as good topics of conversation. Topics (c), (d) and (e) are fine, but not ideal as conversation openers. The text doesn't mention topic (f), but it is definitely a risky topic to bring up with strangers.

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4. Useful language: Ice-breakers

Print enough copies of the worksheet for each group of 3 – 4 students to have a separate copy, which you should cut into slips of paper and for each student to have their own copy, which you can distribute later.

Students work in their groups to match the beginnings with the endings to make phrases for starting conversations. Note that many of the phrases are taken from the reading text. The first group to finish is the winner.

While early-finishers are waiting for the other groups to finish, give each student a complete copy of the worksheet (i.e. not cut up) to repeat the matching activity on paper without looking back at the slips of paper. Finally, go through the answers with the class and discuss which of the phrases/strategies your students would choose to use in an international conference.

As a follow-up, students can test each other in pairs by folding their worksheets along   the horizontal central line and reading the beginning of a phrase in order to elicit the ending from their partner.

Answers

1d 2k 3l 4t 5f 6r 7i 8o 9e 10n 11q 12m 13s 14c 15g 16j 17a 18b 19p 20h

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5. Leaving a conversation

Elicit from the class some strategies for leaving a conversation (i.e. is it better to lie about your reason for leaving? Is it acceptable to simply walk away?).

Distribute the worksheet so that each student has a copy. Students then work alone to complete the three short speeches using the words from the box at the side. They compare their answers in pairs before feeding back to the class. Discuss with the class which of the three speeches – or which combination of the sentences from the speeches – they would use. You could ask some volunteers to cover their worksheets and give a short leaving-a-conversation speech from memory.

information or, if your students are very creative, they could make up the information about themselves.

Go through the rules of the role-play very carefully with the class:

- There is a strict time limit of ten minutes – but students should not look at the clock or their watches all the time.

- During that time, students should pretend they are strangers at a conference.

- They should start conversations with the other people in the class, exchange business cards at an appropriate time, and leave the conversation politely in order to continue meeting people.

- The aim is to talk to five different people and to collect exactly five different business cards from the people they have spoken to. If they collect too many business cards, it means they are going too fast. If they don't collect enough, it means they are too slow.

- They can use the information on the business cards to help make conversation.

- The maximum group size is three people. If a fourth person joins, one member of the group needs to make an excuse and leave.

- They should try to make their conversations as natural as possible, and not simply treat it as a game.

  Monitor carefully both for accuracy of language and for the effectiveness of students' ice-breaking skills. At the end of the time limit, stop the role-play and ask how many business cards each student has collected. Give an elicit feedback on their performance.

Lesson Worksheets

Quiz: Breaking the ice

1. You decide to attend an international conference. You have never attended such an event before. What is your main reason for attending? Choose one option.
   a. I'm going to attend lots of presentations so I can keep up-to-date with developments in my industry.
   b. I'm hoping to meet lots of interesting people – maybe some of them will be useful for my future career.
   c. I have a target of twenty people that I want to meet, so I can persuade them to buy our products.

2. On the first evening, you attend a 'welcome party'. You arrive in a large hall filled with about 500 people. They all seem to be talking to each other in groups. There's nobody that you recognise. What do you do?
   a. Go up to one of the groups, introduce yourself and ask if you can join them.
   b. Go up to one of the groups and listen to the conversation. Maybe you can join in later.
   c. Find where the food is being served and try to start a conversation with someone in the queue.
   d. Walk around the hall, pretending to be looking for someone. Avoid eye contact with other people.
   e. Turn around and go home.

3. At the conference party, which of these problems would be worse for you?
   a. No-one wants to talk to you.
   b. A really boring person wants to talk to you … and you can't escape from him/her.

4. Where is the best place to stand if you want people to talk to you?
   a. In the middle of the hall.
   b. By the wall.
   c. Outside.
   d. By the buffet / bar.

5. Which topics of conversation could you use to break the ice with someone?
   a. How much you hate parties like this.
   b. The conference.
   c. Your work.
   d. Sport.
   e. The weather.
   f. Politics.
   g. How bad the food is.
   h. Where you're from.

Reading: Breaking the ice (part 1)

Everyone knows that conferences are great for networking. Of course, you might also learn some new things at the presentations and workshops, but it's what happens during the coffee breaks and the evening events that make conferences such a good use of your time and money. Conferences are all about meeting people and, yes, making friends. Of course, some of those new contacts may become customers for your company too, but don't try to sell to them at the conference unless you really have to. Most of the people you meet won't want to buy from you – but they might be able to point you in the direction of some potential customers that they know. In other words, relax – don't try too hard. Just be yourself, and allow any business partnerships to appear naturally.

The most difficult part of networking is always breaking the ice: starting a conversation with a stranger and then keeping it going for those important first five minutes. It can be incredibly daunting to walk into a room full of people, all of whom seem to know each other and are involved in deep conversations. How on earth do you join in? Well, the most important thing to remember is that most of those people are in the same position as you. Half the people in the group conversations also don't know anybody and are nervously trying to get involved. The busy-looking people who are walking around the hall are probably just pretending to be busy so they don't have to admit that they're alone.

The best thing to do is to try to get involved in one of the conversations. It's polite to introduce yourself and ask if you can join the group, but there's nothing wrong with standing and listening for a few minutes first. Don't worry that the group are discussing top-secret business deals: they almost certainly aren't! And if they are, they should expect people to interrupt them from time to time – it's a networking event, after all.

The worst thing to do – apart from standing in the middle of the hall by yourself – is to walk around looking busy. This is like holding up a sign saying '*Please don't talk to me*'. If you really feel too embarrassed to talk to strangers, perhaps you should go home and try to network at the conference tomorrow, where it should be much easier. A much better solution, though, is to move slowly around the room, make eye contact with people, smile and say 'hello'. That way, even if you're too nervous to start a conversation, other people will understand that they can start a conversation with you.

Sometimes, we're our own worst enemies: we feel bad when no-one wants to talk to us, but then when someone tries to engage us in conversation, we can't wait to get away. If someone has made the effort to come up to you, they deserve at least five minutes of your time, no matter how boring that person seems. Even if you decide at the end of that time that the person is too boring to talk to, perhaps they can introduce you to someone else who you can talk to. And if you're lucky, perhaps more people will join your conversation group, and suddenly you'll find yourself in the middle of the action.

Reading: Breaking the ice (part 2)

I don't smoke, and I don't intend to start, but I've noticed that smokers seem to have a natural advantage at networking events: they hang around outside, where it's quieter, there are fewer people and it's easier to talk, and they have an easy way to start a conversation (*Do you have a light? It's cold out here, isn't it?*). Of course, you don't have to smoke to get these advantages: you could simply step outside for some fresh air and try to strike up a conversation with someone who is standing alone out there. You may find that half of the 'smokers' aren't actually smoking, just taking advantage of the natural opportunity to start conversations.

Another natural place for starting conversations is the buffet or bar, even if the conversations are very superficial: *Do you know where I can find the spoons? Could you pass me the milk?* Of course, you need to be ready to follow up these ice-breakers with something much more engaging.

So what can you talk about? The obvious thing to mention is the party itself – but whatever you do, don't start moaning about how much you hate parties. Nobody likes listening to moaners. Why not ask if the other person knows a lot of people at the party, or if they are enjoying the party. Another great topic is the conference: did you attend any good presentations today? Are you giving a presentation yourself? Have you travelled a long way to get here? Topics like sport and the weather are fine for keeping a conversation going, but might not be suitable as an opening discussion. The same goes for work: by all means find out what the other person does for a living, but perhaps try a little small talk about the party, the conference or the food first.

Finally, you may think that socialising in a foreign language would be harder than in your first language. In fact, in many ways it's easier. You've got a great topic of conversation which other people will always find interesting: where you're from. Many people will also treat you with more patience when they know you are a foreigner, and you are having problems with the language.

Of course, you can't just walk up to someone and say "*Hi, I'm from Brazil*". It's always better to start with a question about the other person, rather than a statement about yourself. But by choosing the topic, you're making it much easier for the other person to follow up with a question about you: "*And what about you?*"

So don't hide, don't walk around looking busy, and don't try to escape from the first boring person who tries to talk to you. If you make an effort, you'll find the experience a lot more enjoyable – and successful for your professional career.

Useful Language: Ice-breakers

1. Excuse me. Do you …
2. Hello. My name's XXX. Is it …
3. Are you here alone …
4. And what about you? …
5. It's cold out …
6. I just came out for some fresh air – …
7. Sorry, do you …
8. Are you giving a …
9. This salad's delicious – …
10. Do you know many …
11. Are you enjoying …
12. It's a great …
13. Is this your first …
14. Did you attend any …
15. Do you know where …
16. Did you enjoy this …
17. Have you travelled …
18. What do you do …
19. Are you from …
20. Could you pass …

a. … a long way to get here?
b. … for a living?
c. … good presentations today?
d. … have a light?
e. … have you tried it?
f. … here, isn't it?
g. … I can find the spoons?
h. … me the milk?
i. … mind if I join you?
j. … morning's lecture?
k. … OK if I join your group?
l. … or with a group?
m. … party, isn't it?
n. … people here tonight?
o. … presentation at the conference?
p. … round here?
q. … the party?
r. … there are too many people in there.
s. … time at the conference?
t. … Where are you from?

Leaving a conversation

1. Well, I've just ……someone that I need to speak to…… . It was very …. Meeting you. Let me give you my………. I'll………. when I get back home, so we can stay in….. Maybe we can have a …… talk later in the conference. See you……….. .

2. I'm really……. but I've just had an …….. SMS from my husband, so I need to go and call him….. we'll have a…….. to talk later.

3. Right, so if you'll ….. me, I ….to go and talk to a ….of other people. Do you….a business card….you? Great Thanks. And here's ……Feel free to email me. Well, it was ….meeting you. Enjoy the …… of the conference.

Card
Chance
Couple
Email
Excuse
Free
Have
Hopefully
Later
Mine
Need
Nice
On
Outside
Pleasure
Proper
Rest
Sorry
Spotted
Touch
Urgent
Urgently

Ice-breaking Role-play

Name:	Name:
Job title:	Job title:
Company:	Company:
Name:	Name:
Job title:	Job title:
Company:	Company:
Name:	Name:
Job title:	Job title:
Company:	Company:

Socialising (2): Keeping conversations going

Topic: Socialising and keeping conversations going

Aims:

- To raise awareness of some techniques for maintaining a conversation with a person you have just met;

- To analyse the effect of different types of questions, and to practise making different types of question;

- To come up with and analyse a bank of questions that can be used to keep conversations going;

- To analyse and practise a technique for turn-taking in a conversation.

Level: Intermediate (B2) and above

Introduction

After struggling to break the ice, the next obstacle is to keep the conversation going beyond the initial conversation. For this reason, this lesson aims to provide students with a bank of around 15 questions that they would feel comfortable asking in a conversation with a new acquaintance. They will also learn more general techniques involving different types of questions and the skill of turn-taking. Finally, they will practise all the skills from the lesson in a role-play game.

1.   **Lead-in: Conversation skills quotes**

Divide the class into pairs and give each student one set of Conversation skills quotes. Make sure students know not to show their worksheets to their partners. They work alone to read the quotes and to try to guess the missing words.

Make sure they realise that the list of words in the box at the bottom of the page includes words form their partner's quotes, not their own. Encourage students to ask you about the difficult words in the quotes (e.g. *would rather*, *to grant a request*, *a bore*, *worthless*, *provided* (*that*),

breath, to pay sb a compliment, to attend to sth, to attain sth, an institute, to realise sth, to seek to do sth, charisma, to be concerned about sth, a sure way to do sth, lively).

Students then take turns to read one of their quotes aloud to their partner, saying 'blank' for the missing word. The partner then guesses which of his/her words completes the quote. If they are not sure, they may come back to difficult questions after they have completed the easier ones.

If you have an odd number of students, you will need to have a group of three, where two students both have the same list of quotes.

The purpose of this activity, as well as raising students' awareness of the important issues in the quotes, is to encourage two-way communication and sharing of ideas, so make sure they do not show each other their worksheets and instead solve the problem entirely through co-operation and communication.

When they have finished, check with the class. Go through each quote in turn to make sure everyone fully understands it, and what it can teach them about socialising skills. You could also ask students if they know any similar quotes about conversation skills.

> **Answers**
> 1 story 2 understand 3 talks 4 questions 5 listen 6 interest 7 answer 8 say
> 9 listen 10 reply 11 communication 12 understand 13 emotions 14 I 15
> themselves 16 Why?

2. **Types of questions**

Print and cut up enough copies of the worksheet for students to work in groups of three. Divide the class into groups and distribute the cut-up worksheets to each group.

Students work in their groups to match the six types of questions with the sets of examples and the comments about each type of question.

When you check the answers with the class, elicit at least one more example of each type of question from the class. You could also discuss with the class whether everyone agrees with all the comments. For question tags and statements with questioning intonation, make sure everyone understands the difference between rising (questioning) intonation and falling intonation for statements.

As a follow-up, students turn over all the cards, so they are face-down. They then take turns to turn over one of the larger cards (with the comments). They read the comments aloud to their partners, who have to remember the type of question that the comments refer to and some examples.

> **Answers**
> See the order of the cards on the worksheet.

3. **Making questions**

Print and distribute the worksheets so that each student has a copy. Students then work through tasks 1–3 in pairs of groups of three. When you go through the answers with the class, make sure everyone fully understands the rules for making question tags and negative questions. Pay particular attention to good intonation.

Students work through tasks 4 and 5 in their pairs. When you go through the answers with the class, write students' suggestions on the board. Make sure everyone has a list of at least 15 questions for task 5 which they would be happy to ask at a social event in a conversation with a stranger. This could generate some good discussion: which questions are acceptable / natural and which should you avoid, or save until you know somebody better.

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4. Conversation patterns

Print and distribute the worksheet to each student. Students discuss tasks 1 and 2 in pairs and then share their ideas with the class.

> **Answers**
> 1 The general technique is to answer a question (1, 2) and to expand on it briefly with one or two sentences (3) before bouncing the question back to the other person (4). The second speaker then has an easy way of continuing the conversation in two ways: firstly by answering (5) and expanding again (6), and secondly by picking up on whatever the first speaker said (7). In each case, the speaker is saying less than he/she could say, to give the other person a chance to ask about it. Of course, this only works if both sides are playing by the rules, but when it works, it can be an extremely effective and enjoyable way of making conversation.
> 2 1d 2b 3e 4a 5b 6e 7c

Students work in the same pairs to continue the conversations (task 3). After a few minutes, ask some volunteers to act out their conversations in front of the class.

> **Possible answers**
>
> A: So – which countries have you visited?
>
> B: Well, mostly European countries – Germany, Switzerland, Holland.
>
> But last year we had an amazing holiday in Cuba. What about you? Have you travelled a lot?
>
> A: Not a lot, but I've been to the States a couple of times.
>
> I worked there when I was a student. But tell me about Cuba. What was it like?

5. Game: Keeping conversations going

Students work in pairs or groups of three to make conversations, following the instructions on the card. Encourage them to experiment with the conversation patterns from task 1, but also to be flexible where appropriate. The conversations should be as natural as possible. If there are three students in a group, all three should be equally involved in each

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conversation. They should try to keep going for as long as possible before choosing a new conversation starter from the board.

Alternatively, tell them to swap partners after every two minutes and to start a new conversation with their new partner.

Monitor carefully as they are talking, and be ready to give and elicit feedback on the effectiveness of their skills at keeping conversations going.

Lesson Worksheets

Conversation skills quotes (1)

Read these quotes carefully to make sure you understand all the words. Ask your teacher about any words you don't understand. Can you guess the missing word in each quote?

1. "Many a man would rather you heard his _____ than granted his request." (Phillip Stanhope, Earl of Chesterfield)

2. "The most basic of all human needs is the need to _____ and be understood. The best way to understand people is to listen to them." (Ralph Nichols)

3. "Bore, n.: A person who _____ when you wish him to listen."
   (Ambrose Bierce)

4. "There is no such thing as a worthless conversation, provided you know what to listen for. And _____ are the breath of life for a conversation."
   (James Nathan Miller)

5. "You cannot truly _____ to anyone and do anything else at the same time." (M. Scott Peck)

6. "There's a big difference between showing _____ and really taking interest."
   (Michael P. Nichols, The Lost Art of Listening)

7. "The greatest compliment that was ever paid me was when one asked me what I thought, and attended to my _____."
   (Henry David Thoreau)

8. "There are people who, instead of listening to what is being said to them, are already listening to what they are going to _____ themselves."
   (Albert Guinon)

Source of most quotes: http://www.leadershipnow.com/listeningquotes.html

Now read the quotes aloud to your partner, who has a list of the eight missing words. Your partner will suggest which word goes with which quote. Discuss the task together until you have completed all sixteen quotes.

Here are the missing words from your partner's quotes:

communication   emotions   I   listen   reply   themselves   understand   why?

Conversation skills quotes (2)

Read these quotes carefully to make sure you understand all the words. Ask your teacher about any words you don't understand. Can you guess the missing word in each quote?

9. "When people talk, listen completely. Most people never _____."
   (Ernest Hemingway)

10. "To listen closely and _____ well is the highest perfection we are able to attain in the art of conversation."
    (Francois de La Rochefoucauld)

11. "I only wish I could find an institute that teaches people how to listen. Business people need to listen at least as much as they need to talk. Too many people fail to realise that real _____ goes in both directions."
    (Lee Iacocca, Former CEO Chrysler Corporation)

12. "Seek first to _____, then to be understood." (Stephen R. Covey, 7 Habits of Highly Effective People)

13. "I would say that listening to the other person's _____ may be the most important thing I've learned in twenty years of business."
    (Heath Herber, Herber Company)

14. "When I left the dining room after sitting next to Mr. Gladstone, I thought he was the cleverest man in England. But after sitting next to Mr. Disraeli, I thought _____ was the cleverest woman in England."
    (A woman when asked her impression of the two English statesmen Benjamin Disraeli and William Gladstone after dining with them.)

15. "How can you have charisma? Be more concerned about making others feel good about _____ than you are making them feel good about you."(Dan Reiland)

16. "_____" On my television show, I probably use this word more than any other. It's the greatest question ever asked and it always will be. And it is certainly the surest way of keeping a conversation lively and interesting. (Larry King, How to Talk to Anyone, Anytime, Anywhere)

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Now read the quotes aloud to your partner, who has a list of the eight missing words. Your partner will suggest which word goes with which quote. Discuss the task together until you have completed all sixteen quotes.

Here are the missing words from your partner's quotes:

Answer   interest   listen   questions   say   story   talks   understand

Open questions	• Why didn't you come to this conference last year? • Where did you go on holiday this year?	In theory, these are good for 'opening a conversation up', because there are many possible answers. In practice, questions with why or how are often better at opening up a conversation than questions with where or when, which can often be answered with a single word or phrase.

Closed questions	• Have you had a holiday this year? • Do you do any sports?	In theory, these 'close down the conversation', by allowing a one-word answer: yes or no. In practice, only a very rude person would answer with a single word, so they can actually be very effective for keeping conversations going.
Negative questions	• Hasn't the weather been awful this summer? • Shouldn't you wait for a better offer before you sell your house? • Didn't you use to work in China?	These questions are useful when you want to express your opinion in a way that shows that you want to involve the other person. As these examples show, they can be used to turn an obvious statement into a discussion, to make an opinion seem less direct and to check a fact that you're not sure of.
Hypothetical questions	• In an ideal world, what would your dream job be? • So what if money were no object?	These questions typically include the word 'would', or sometimes might or could. It's also possible to start this type of question with 'what if + past tense'. Questions like this aren't great for starting a natural- sounding conversation, but they're very useful for keeping a conversation going when you have run out of other ideas.
Question tags	• Your wife's a doctor, isn't she? • It's been a great party, hasn't it?	These work in the same way as negative questions, by turning a statement into a question. These are often used to check something we are not sure of, as in the first example, which has rising (questioning) intonation, or simply to invite the other person to respond to your opinion, in which case there is falling intonation, as in a sentence.
Statements with questioning intonation	• And there's nothing you can do about it? • You work in pharmaceuticals? • Really?	These are the easiest questions to make, but they can be a very effective way of checking information and encouraging the other person to expand something he/she said earlier. You can change the focus of the question simply by stressing different words.

Making questions

1. **Add question tags to these statements.**
a.   You work in marketing.
b.   The music's a bit too loud.
c.   The opening speech was very inspiring. d.
The journey wasn't too bad.

e.   There's going to be a prize-giving ceremony at the end.
f.   You should tell the organisers that you want to go to the meal. g.
You haven't been to one of these events before.

2.   Turn the statements from (1) into negative questions. What changes do you need to make? Which statement doesn't work as a negative question? Why?

3.   Which statements from (1) could you say simply with questioning intonation? Which words would you stress?

4.   Respond to these statements with a hypothetical question to keep the conversation going.

a.   No, we're never going to relocate – at least, not while our children are young. b.   I don't really have time for sports these days.
c.   I've thought about starting my own business, but I don't like the idea of the financial risks involved.
d.   My hobbies? Er … work, cooking, cleaning and sleeping.

5.   Imagine you are talking to a stranger at a conference. Think of three questions you could ask about each the following topics.

a.   Work
   ➤➤
   ➤➤
   ➤➤
b.   Holidays
   ➤➤
   ➤➤
   ➤➤
c.   Hobbies
   ➤➤
   ➤➤
   ➤➤
d.   Family
   ➤➤
   ➤➤
   ➤➤
e.   Home
   ➤➤
   ➤➤
   ➤➤

Conversation patterns

**1.   Look at the following conversations. They both follow the same pattern.
          What is the speaker doing in each sentence 1–7?**

A: So, do you have a family? Children?	1	A: Do you have time for sports?
B: Well, I'm married, but we don't have children – yet.	2	B: No, not really.
It's actually quite nice not to have children: it means we can see a bit of the world before we settle down.	3	I used to like running, back when I was a student, but it's very time- consuming.
What about you?	4	And you? Are you a sportswoman?
A: Yes, we've got two sons.	5	A: Well, I'm not sure if I'm a sportswoman, but I try to keep fit.
They're wonderful, but I know what you mean about seeing the world: it's very difficult with children.	6	I go to the gym a couple of times a week, and I lso play tennis when I can.
So – which countries have you visited?	7	But tell me about your days as a runner. Were you good?

2.   Now match these descriptions to the sentences 1–7. You will need to use two descriptions twice.

a.   The speaker bounces the question back to the other person. b.
The speaker answers the question.

c.   The speaker picks up on something the other person said, and asks about that.

d.   Opening question.

e.   The speaker expands on the answer – one or two sentences.

3.   Now continue one of the conversations, following the same pattern.

B:

➢

➢

➢

➢

➢

➢

A:

➢

➢

➢

➢

➢

➢

Game: Keeping conversations going
Use the questions you wrote earlier (Making questions, tasks4 and 5) to have a conversation with a partner. Use the conversation patterns above to help you. Try to keep each conversation going for at least two minutes before you ask the next opening question.

Socialising (3): From contact to partner

Topic: Socialising and moving from contact to partner

Aims:

- To discuss techniques and potential problems connected with moving from
   superficial relationships towards friendship and partnership;

- To introduce a range of functions and exponents for inviting, insisting,
   accepting, refusing, etc.

- To practise the language and skills in a series of controlled and freer role- plays.

Level: Intermediate (B2) and above

Introduction

While it is natural to focus on the challenge of starting conversations with strangers and keeping these conversations going, the real purpose of socialising is to turn these contacts into partners or even friends. Even a simple task like inviting a person out to a restaurant can cause embarrassment and stress. For this reason, this lesson includes discussions of why such situations are difficult, as well as plenty of practice.

1. **Lead-in**

Write the following questions on the board.

a. What can you do to turn a new acquaintance (e.g. someone you have met at a
   conference) into a long-term business contact or even a friend?

b. Why is this important?

c. Why can it be difficult?

d.   How can you overcome these problems?

Students discuss the three questions in pairs or groups of three. After a few minutes, open up the discussion to include the whole class. Note that Suggested answers to these questions are given in the Reading text.

2.   Reading

Distribute copies of the reading text so that each student has a copy. Students read the text to find suggested answers to the questions from the board. They discuss their answers in pairs before feeding back to the class. Encourage plenty of discussion on the issues raised in the text.

Suggested answers

a.   Follow up your meeting with an email; connect on a social networking site; invite the other person for a meal; offer them a lift (or share a walk back to the hotel); helping them in some way (e.g. buy them a coffee).

b.   We need to do something different, to give the other person a better chance of remembering who we are.

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c. It may feel like flirting; it can be unpleasant if they turn down your invitation; you may force the other person to do something they don't want to do.

d. Invite several people at the same time, or make it clear that the person you are inviting may bring a friend; phrase your invitation in such a way that you can pretend later that it wasn't really an invitation; signal that the other person can say no without being embarrassed.

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3.   Conversations

Make enough copies of the three conversations for students to work in pairs. Cut the worksheets along the dotted lines to make sets of slips, which you can hold together with a paper clip. You should have three sets of slips per pair.

Give each pair the first set of slips (a–j) and tell them to put the conversation in order. Point out that the first line is marked (1). You could make this a race. As soon as the first pair has finished, give them the second set, again pointing out that the first line is marked (11). Do the same with the third set of slips, where the first line is marked (19). The pair which successfully sorts all three conversations first is the winner.

While early finishers are waiting for other pairs to finish, you could ask them to underline useful phrases from the conversations which they could use in real life.

When you check the answers, elicit some useful phrases from the conversations (see next worksheets for examples).

Answers
1e 2j 3c 4h 5f 6a 7d 8i 9g 10b 11q 12m 13p 14k 15r 16n 17l 18o 19y
20v 21u 22t 23w 24x 25s

---

4.   Functions and phrases

Distribute the two worksheets to students, so that they have a copy each. Students then work in pairs to complete the phrases from memory, and then look back at the slips of paper to check their answers. When you go through the answers with the class, elicit some more examples of exponents (= useful phrases) for each function.

Answers

• Asking about plans: do you have any plans; about you; are you doing
• Talking about your tentative plans: I was thinking of; thought I might;
• Inviting: don't suppose; be very welcome
• Testing whether an offer / invitation is serious: don't know; are you sure
• Suggesting: supposed to be; Shall we say

> • Allowing the other person to say 'no': up to you
> • Politely refusing: dream of it; fine, thanks
> • Accepting: know what; fair enough
> • Offering help/ kindness: can call me; allow me to; offer you a lift
> • Explaining why your kindness is 'no 'big deal': put it on my; kind enough to; a problem; my pleasure
> • Insisting: must allow me to; I insist
> • Thanking: very kind of you; for inviting
> • Making an excuse: I need some
> • Dealing with a refusal: was just going to suggest

5. Conversations – practice

Students work in pairs to role-play the three conversations from exercise 3. They should try to remember what was said without simply reading from the slips, although they may check the slips to help themselves to remember. They then choose ten slips of paper to turn face down, and try to repeat the role-plays using only the 15 slips that are still face-up. Finally, they choose another ten slips to turn over, and try to repeat the role-play using only five face-up slips.

If you have an odd number of students, you will need to have one group of three, where students swap roles (A, B and observer) after each conversation.

6. Role-play map

Print and distribute enough copies of the worksheet for students to have one per pair or group of three. Students take turns to start conversations, using the prompts to guide them. Point out that students will need to expand on the prompts: a simple yes or no, for example, is not acceptable. Instead, they should use as many phrases from the Functions and phrases worksheet as possible. Encourage them to repeat each conversation several times so they have a chance to explore all the different routes on the map.

As a follow-up, students repeat the role-plays without looking at the maps or the list of functions and phrases. Monitor carefully, and be ready to give and elicit feedback on students' performance.

Lesson Worksheets

Reading: Turning new contacts into partners

We meet dozens or even hundreds of people at conferences, and often find it difficult to remember faces to go with all the business cards we receive. For this reason, we need to do something different, to stand out from the crowd, to give the other person a better chance of remembering who we are and, hopefully, doing some business with us in the future.

The simplest approach is to follow up your meeting with an email or connect with them on a social networking site. This is much better than nothing, but it takes a long time to build a good working relationship with someone through typed messages. A much better approach is to try to build a relationship face-to-face. This may involve inviting the other person for a meal, offering them a lift (or even sharing a walk back to the hotel), or helping them in some way (e.g. buying them a coffee).

Easy, right? Well, actually, no. Inviting a person for dinner can be one of the most difficult things we have to do. For one thing, it may feel uncomfortably like flirting: showing that you are romantically attracted to someone. And even if you are not flirting, the other person may think you are. Or you may simply think that they think that you're flirting … and it all gets very complicated.

More generally, by inviting the other person the chance to spend more time with you, it can be unpleasant for you if they turn down your invitation. They may even accept your invitation in order not to hurt your feelings, even if they don't want to spend time with you.

This fear of rejection, or worrying about forcing the other person to do something they don't want to do, can make it very difficult to make the invitation in the first place.

So what can you do about these problems? One good way to show that you are not flirting is to invite several people at the same time, or at least to make it clear that the person you are inviting may bring a friend. There's an added bonus in this approach: the conversation will flow more freely if there are three or four of you, rather than just "dinner for two".

One way of dealing with the fear of rejection is to phrase your invitation in such a way that you can pretend later (even if only to yourself) that it wasn't really an invitation. For example, if you ask "What are you doing after this evening's meeting?", the other person could respond "Nothing, really. I was thinking of going to a restaurant. What about you?" Note the use of past tense ("I was thinking") – that's a signal that they're open to ideas, and you should continue with a more specific invitation. If they answer with some concrete plans (e.g. "I'm meeting up with some friends for a drink"), you can pretend all along that you were really just making small talk, and you could turn the conversation round to something else ("Oh, so you have friends here in the city?"). It's also important to signal that the other person can say no without being embarrassed. Something like "it's up to you" or "no pressure" is good for this.

Whatever you do, make sure you try at least. You'll find it gets much easier with practice, and you'll end up with some great new business partners – and maybe some good friends too.

Conversation 1

a		B:	You know what, I think I will. There's no point in both of us eating alone.
b		B:	Great. And here's mine.
c		A:	Well, I was thinking of checking out one of the restaurants. I don't suppose you'd like to join me for dinner?
d		A:	Great. Do you like Italian food? There's supposed to be a really nice Italian restaurant near the old castle.
e	1	A:	So, do you have any plans for this evening?
f		A:	OK, well, it's up to you. If you do decide to join me, you'll be very welcome.
g		A:	Perfect. OK, so here's my business card – you can call me if you can't find it.
h		B:	Well, I don't know. Possibly …
i		B:	Sounds great. Shall we say seven o'clock?
j		B:	Not really. I thought I might have a walk around the old town later. What about you?

Conversation 2

k		B:	By the way, please allow me to pay for tonight's meal. I can put it on my company's invoice.
l		A:	Well, er, OK, then that's very kind of you. Thank-you. In that case, you must allow me to at least buy you a drink. What can I get you?
m		B:	No – I got here about five minutes early, but I've been admiring the view of the castle. It's spectacular, isn't it.
n		B:	Please, I insist. You were kind enough to invite me, so it's the least I can do.
o		B:	Just an orange juice for me, please. Thank-you. Now, you must tell me more about this project you mentioned earlier.
p		A:	It is indeed.
q	11	A:	Ah, you're here already. Have you been waiting long?
r		A:	No, no, I wouldn't dream of it. I invited you.

Conversation 3

s		B: No, I'm fine, thanks. I think I'll walk – I need some exercise after all that food.
t		A: OK, fair enough. What are you doing tomorrow evening?
u		B: No, no. It's not a problem.
v		A: It's really my pleasure. And are you sure I can't pay for anything?
w		B: I'm flying back tomorrow afternoon, I'm afraid. Why do you ask?
x		A: Oh, nothing. I was just going to suggest meeting up with some of my colleagues. But it doesn't matter. I'm going to order a taxi back now. Can I offer you a lift anywhere?
y	19	B: That was a lovely meal. Thank-you again for inviting me.

Functions and phrases

Look at these examples of phrases for a range of social functions. The gapped phrases all came from the dialogue. Without looking back at the dialogue, write one word in each space. Then check by reading the dialogue again.

Asking about plans	**Talking about your tentative plans**
• Are you doing anything after the conference? • So, _____ _____ _____ _____ for this evening? • What _____ _____? • What _____ _____ _____ tomorrow evening?	• I'm not really sure. Perhaps I'll have an early night. • Well, _____ _____ _____ _____ checking out one of the restaurants. • I _____ _____ _____ have a walk around the old town later.
Inviting	**Testing whether an offer is serious**
• Do you feel like going to a restaurant tonight? • I _____ _____ you'd like to join me for dinner? • If you do decide to join me, you'll _____ _____ _____.	• Well, that's very kind of you, but wouldn't you prefer to be with just your friends? • Well, I _____ _____. Possibly … • And _____ _____ _____ I can't pay for anything?
Suggesting	**Allowing the other person to say 'no'**

• Perhaps we could split the bill 50/50.
• There's _____ _____ _____ a really nice Italian restaurant near the old castle.
• _____ _____ _____ seven o'clock?

• Feel free to say no if you've got other plans.
• No pressure at all.
• OK, well, it's _____ _____ _____.

Politely refusing	Accepting
• I'd love to, but I don't think it'll be possible.	• That will be very nice. Thank-you.
• No, no, I wouldn't _____ _____ _____.	• You _____ _____, I think I will.
• No, I'm _____, _____.	• OK, _____ _____.

Offering help / kindness	Explaining why your kindness is 'no 'big deal'
• Let me help you with your coat.	• I can __ __ __ __ company's invoice.
• I'm just going to the café. Can I get you anything to drink?	• You were __ __ __ invite me, so it's the .
• You __ __ __ if you can't find it.	• No, no. It's not __ __ .
• Please __ __ __ pay for tonight's meal.	• It's really __ __ .
• Can I __ __ __ __ anywhere?	

Insisting	Thanking
• You __ __ __ __ at least buy you a drink.	• OK, then that's __ __ __ __ .
• Please, __ __ .	Thank-you.
	• That was a lovely meal. Thank-you

Making an excuse	Dealing with a refusal
• It's been a really long day and I've got an early start tomorrow.	• OK, that's fine. Perhaps another time.
• I've already arranged something with some friends from work.	• Oh, nothing. I __ __ __ meeting up with some of my colleagues. But it doesn't matter.
• I think I'll walk – __ __ _____	

The Halo Effect
Lesson plan

Name: Amina Haddid   **Time: 1h30min.**

Level: Second Year

Aim(s):

- To introduce the concept of 'the Halo effect'.
- To introduce common questions, and key answers and expressions related to job interview.
- To practice job interviews.

Procedure	Time	Focus	Materials	Aim
Warm-up: -Idiomatic expression: Never judge a book by its cover. -The teacher checks the learners' understanding, then helps with explanation if necessary.	5min.	**T-Ss**	Board	To stress the importance of using idioms in everyday conversations in English
Lead-in: The teacher asks the following lead-in questions: **-**Have you ever gone job hunting? -What type of questions did they ask you? -Are you familiar with the concept of "the Halo Effect"? -Learners are asked to look up the word Halo, then Halo Effect. One reads it and try to figure out the meaning in their own words.	5min.	**T-Ss**	Dictionaries Board	To introduce the lesson
Discussion: **-**The learners watch a video about 'the Halo Effect'. Take notes, and discuss its content. -The learners read a short article "Hiring and the halo-effect trap" and discuss the ideas introduced. Check the CD. -The teacher invites the learners to discuss and express their opinions about the impact of the Halo Effect	30min.	**Ss-Ss**	Video Projector Speakers Handouts	To explain the concept of 'the Halo Effect'. Exchange points of view and express opinions about 'the Halo Effect'.

in our everyday life and in the professional life.				
Listening: -The learners listen² to a job interview (part 1 and 2) and take notes of the questions of the interviewer and the answers of the interviewee. (from Englishpod.com) -The learners are given the handouts of both conversations with some gaps to fill in while listening for the 3rd time. - The teacher checks the answers and explain difficult words. -Discuss interview key expressions and answers used in the listening, then hand the students cards with more examples of questions and suitable answers.	20m.	**Ss-Ss**	Speakers Audio tracks Handouts	To find out about the different common questions that might be asked in an interview. To find out about the typical and best answers and key expressions to be used to answer interview questions.
Role-play: **-**Divide the learners into groups of three (one interviewer and two interviewees). -The teacher explains that they should recycle the language and expressions they have learned at an earlier stage of the lesson. -The learners are given 15 minutes to prepare, then act out.	30m.	**Ss-Ss**	/	To Practice job interview. To recycle job interview expressions and key answers.

Comments (optional):

Lesson Worksheets

The Office - Job Interview II

A: Thanks for coming in today, did you have any trouble finding us? Please take a seat.

B: Thank you.

A: So, let's get started; tell me a bit about your educational background.

B: Sure! Well, I graduated with honors from Chesterton University with a major in Business Administration, with a specialization in Information Management, and I minored in psychology. I chose this course of study for two reasons: I wanted to gain some practical, marketable skills, which the information management track provided, and I also feel that interpersonal skills are essential for professional success, hence the minor in psychology.

A: Interesting. And, your postgraduate studies?

B: Well, I am really passionate about consumer behavior, so I pursued a master's in that area. I also strive to keep my professional skills current, so I continuously attend seminars and conferences related management and customer service.
A: Very good. Now, tell me a little bit about your work experience. I see here that you previously worked at Oracle.

B: Yeah, I worked as their customer support manager, which brought me a breadth of experience in both client care, and process management. I supervised and coordinated the customer support team as well as implemented new strategies to achieve better customer satisfaction.

A: Interesting...

B: Yes, in this position I was able to make some pretty significant contributions to the overall success of the company. With the different initiatives that we implemented, we lowered our churn rate to about five percent, which had a direct impact on revenue.

The Office - Job Interview

A: Very good. Now, I have a couple of final questions.

B: I hope they're not too hard!

A: Well, why should we hire you?

B: I think that I would be a perfect fit in this company. I have a unique combination of strong technical acumen, with outstanding soft skills; you know, I excel at building strong, long-term customer relationships. For example, when I headed the customer support department in my previous company, our team resolved about seventy percent of our customers' problems. I decided that we needed better information and technical preparation on our products, so after I implemented a series of training sessions in coordination with our technical department, we were able to solve ninety percent of our customers' issues. Given the opportunity, I could bring this kind of success to this company.

A: Impressive! So, what would you consider to be your greatest weakness?

B: To be honest, I struggle with organization and time management. Punctuality has never been a strength of mine. I find it hard to organize my time efficiently. I have actually addressed this weakness recently, by attending a workshop on efficient time management. It helped me a lot, by providing me with great insights on how to get organized and use my time efficiently, so I think I'm getting better now.
A: Great... Well, let me tell you that I am very pleased with this interview. We are short-listing our candidates this week, and next week we will inform our short listed candidates of the day and time for a second interview with our CEO.

B: Great, thanks a lot! I hope to hear from you! Good bye.

Turn-Taking
Lesson Plan Part 1

Name: Amina Haddid   **Time: 1h30min.**

Level: Second Year

Aim(s):

- To introduce turn-taking
- To illustrate bad and good turn-taking
- Practice turn taking in debates and discussions

Procedure	Time	Focus	Materials	Aim
Warm-up - Idiom of the day: I can fog a mirror. - The teacher explains the idiom and gives examples, then the students try to give their own.	5min.	**T-Ss**	Board	To stress the importance of using idioms in everyday conversations in English.
Lead-in (miming) -Ask one student at a time to mime one word (some of them suggests interruption and turn-taking -The students guess the meaning of the gestures	5min.	**Ss-Ss**	Word cards	-To introduce the lesson. -To draw their attention to the importance of body language to take a turn.
Video 1: -The students watch a video of a baby babbling with his dad depicting turn taking https://youtu.be/hKD6jzUxkek -The teacher asks the students: -What is the baby doing? -Does the baby babble simultaneously with his father? -What is this called in a conversation?	5min.	**T-Ss**	PCs. Headphones Video	-To introduce turn-taking in a funny way. -To illustrate the concept of turn-taking
Video 2: The students: - Watch two videos about good turn-taking 47 and bad turn-taking https://youtu.be/IsUhBkU4JDQ -Compare the two videos.	10min.	**Ss-Ss**	PCs. Headphones Videos	-To illustrate bad and good turn-taking -To discuss turn-taking.

Brainstorming -The teacher writes turn-taking on the board. -The students suggest words and expressions first in their dialect then in English. Then they suggest gestures to signal turn taking.	5min.	**Ss-Ss**	Board	-To introduce and discuss different ways to take turns. -To discuss turn-taking cultural variations according to the students' knowledge.
Role-play -In groups of 3, students: -Prepare conversations (about debatable topics) using turn-taking expressions and gestures -Brainstorm words related to the suggested topics on the board and the teacher helps with new vocabulary. -Act out the conversation while their classmates take notes to evaluate their performance and give their feedback. -Use both turn-taking gestures they suggest and the expressions that they brainstorm.	60min.	**Ss-Ss**	Board	-To Practice turn-taking from the students' perspective. -To check the students' overall turn-taking and conversation skills.

Comments (optional)

Turn-Taking
Lesson Plan Part 2

Name: Amina Haddid   **Time: 1h30min**

Level: Second Year

Aims:

- To introduce other ways to take turns: Noise, intonation, hesitation, and silence.
- To introduce interruption.
- To practice interruption, refusing interruption and getting back to the topic.

Procedure	Time	Focus	Materials	Aim
Warm-up Idiom of the day: To ring a bell - The teacher explains the idiom and gives examples, then the students try to give their own.	5min.	**Ss-T**	Board	To stress the importance of using idioms in everyday conversations in English.
Lead-in (turn-taking routines) -The students watch a scene from the movie 'Superman', analyze, then discuss the different turn taking strategies.	15min.	**Ss-Ss**	PCs Headphone Video	-To introduce other ways to take turns: *Noise (back channeling) *Intonation *Hesitation *Silence
Turn-taking violation (interruption) -The students: - Play the **hangman** to guess the word 'interruption'. - Give examples. -Watch a video for more examples : http://ESLgold.com+interrupting+video	15min.	**T-Ss**	PCs Headphones Video Board	To define and illustrate interruption.
Game **-**In groups of 3, students play interruption key words card game to generate as many expressions and words as possible http://tefltastic.wordpress.com (check worksheet) -The group with more expressions wins.	15min.	**Ss-Ss**	Worksheet A	To engage the students.

Role-play 'Interruption phrases' http://UsingEnglish.com The students generate phrases to interrupt, stop interrupting and get back on topic, then choose a topic and role-play a conversation using the generated phrases. (check the instructions in the worksheet)	40min.	**Ss-Ss**	Worksheets B and C	To practice how to interrupt, stop interruption and get back to the topic

Comments (optional):

Lesson Worksheets

Worksheet A

Interrupting key words card game Downloaded from: http://tefltastic.wordpress.com

Take cards from a pack spread face up across the table or cross off words from the worksheet (with different colour pens each) as you do the interrupting activity your teacher gives you and use those words. The person who has used most words at the end is the winner. You can't use the same phrase twice, but you can copy things your partner says.

Any	Before	Can	Finish
Here	If	Interrupt	Just
May	Minute	Off	On
Point	Say	Sorry	Stop
Where	Just	Finish	Can
Any	Before	Can	Finish
Here	If	Interrupt	Just
May	Minute	Off	On
Point	Say	Sorry	Stop
Where	Just	Finish	Can

Worksheet B

Cut up one set of cards per pair of students. Ask students to work together to use those words to make phrases (orally) that can be used to interrupt or to stop interrupting and get back on topic. If they need help, tell them that there should be eight of each. Let them compare their ideas against the suggested answers sheet, then ask them to spilt the cards so that one person has the Interrupting cards and the other person has the Stopping Interruptions cards. The person with the Stopping Interrupting cards should try to talk as long as they can about a topic, e.g. one of the ones on the Suggested Answers sheet, while the other person tries to interrupt them. They must use one of their cards and a different phrase each time they interrupt or stop interrupting. They can use the same card twice, just as long as the phrases they use are at least slightly different.

Relevant	Interrupt
Get back	Butt
Saying	Before
Where	Remind
Later	Time
End	Could
Any___	Say
Point	Sorry

Worksheet C

Celebrities earn too much money.

Military service should be obligatory.

Torture can be acceptable in some cases

Smoking should be banned worldwide

A woman's place is in the home.

Corporal punishment should be allowed in schools

Single sex schools are not good at all.

Marriage is outdated.

Your race affects your intelligence.

Software privacy is not really a problem.

Turn-taking
Lesson Plan Part 3

Name: Amina Haddid   **Time: 1h30min**

Level: Second Year

Aim(s):

- To familiarize the students with another aspect of turn-taking which is Back-channeling.

Procedure	Time	Focus	Materials	Aim
Warm-up -Idiom of the day: To cut to the chase. - The teacher explains the idiom and gives examples, then the students try to give their own.	5min.	**T-Ss**	Board	To stress the importance of using idioms in everyday conversations in English.
Lead-in (back channeling) The students watch a video about back channeling and comment on the listener's reaction and discuss: -Why did he react in that way? -Is it appropriate or inappropriate in a conversation? -what expressions/gestures did he use? -What are these reactions called?	15min.	**T-Ss**	Board, PCs, Headphones Videos	To familiarize the students will with another aspect of turn-taking which is back channeling
Brainstorming -The students generate more words, expressions and gestures for back channeling.	10min.	**Ss**	Board	To engage the students in the lesson.
Game 'Conversational reactions role-play' -The teacher gives each pair a worksheet : http://teflastic.wordpress.com One student has to tell a story and the other reacts depending on the details of the story using the cards. Then they change roles (check the instructions in the worksheet).	50min.	**S-S**	Worksheet D	To practice back channeling

Comments (optional) Students are asked to make a small research about adjacency pairs.

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Lesson Worksheets

Back channelling

Conversational reactions Answer me New Cutting Edge Upper Module 2

Choose or take one of the cards below and reply to your partner's question about your week or week with a story that should get that response. If your partner does say that thing in response, you can discard the card or cross it off the list and get one point.

Don't take any notice of him/ her./ Just ignore	Try not to worry about it.	How annoying!	That sounds nice.
That sounds awful/ horrible.	What a shame!/ What a pity!	Lucky you!	I envy you.
Never mind.	You must be really worried.	How wonderful!	I'm sorry to hear that.
I'm glad to hear that./ I'm pleased to hear that.	Congratulations.	Wow!	That's amazing!
Well done./ You must be very proud.	That's bad luck./ That's tough luck.	That sounds relaxing.	That sounds fun.
That sounds frightening!	That's funny!/ That's hilarious!	How depressing!	That sounds stressful.
That sounds exciting.	It serves you right!/ You've only got yourself to	You're joking!/ I don't believe it!	How embarrassing!

Try to think of at least one situation for each of the phrases above.

Useful questions

Week

How has your week

been?

Have you been busy?

You look relaxed/ like death (warmed up)/ like I feel.

Weekend

How was your weekend?

Did you have a good weekend?

Horrible/ Great weather at the weekend, wasn't it?

Did you get up to much at the weekend?

Did you do anything (nice/ fun/ interesting) at the weekend?

Did you get the chance to meet up with…/ chill/ catch up on…/ study/…

More Conversation Skills
Lesson Plan

Name: Amina Haddid   **Time: 1h30min.**

Level: Second Year

Aim(s):

- To discuss adjacency pairs and their importance in a conversation.
- To practice more conversation skills.

Procedure	Time	Focus	Materials	Aim
Warm-up Idiom of the day: To be down in the dumps. -The teacher explains the idiom and gives examples, then the students try to give their own.	5min.	**T-Ss**	Board	To stress the importance of using idioms in everyday conversations in English.
Homework discussion -Students define adjacency pairs and give examples.	15min.	**T-Ss**	Board PCs Pictures	To correct the homework and define adjacency pairs.
Group Work **Stage one** -Students work in groups of 4 to 6 (depending on the size of the group). -Each group lists three discussion topics -They write a couple of questions related to each topic -Groups exchange the topics **Stage two** -Using the function cards (http://teflastic.wordpress.com), students brainstorm expressions for the new functions as a group. -Each student picks two cards which will define his role in the discussion(depending on the number of the students per group) . **Stage three** -Groups take turns discussing the topics using their function cards, while the other groups examine their	1h 10min.	**Ss-Ss**	Function cards worksheet A	To practice and develop more conversation skills: -Shift topics -Speaking about self -Encouragement of partner to talk. -Maintenance of topic -Use of time speaking relative to partner.

performance and try to figure out each member's role. -When the discussion is over, the other groups give their feedback.				

Comments (optional)

As a homework, students are asked to choose a scene of Charli Chaplin or Mr. Bean to act out in pairs or groups (depending on the scene) and to put words to it.

Lesson Worksheets

Adjacency pairs (Pictures downloaded from google images)
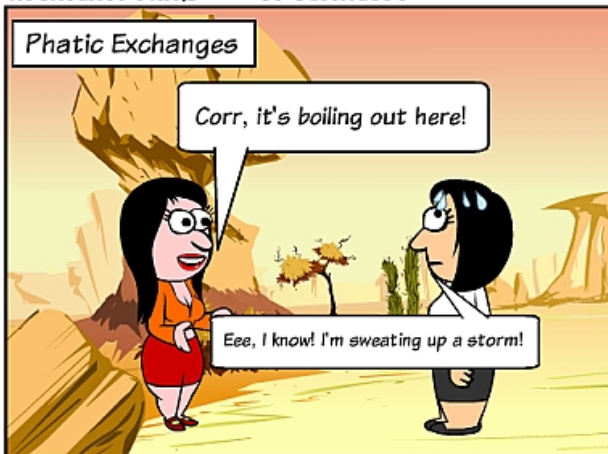
Worksheet A

Turn taking role-plays (Downloaded from

Your partner will choose one of the cards below and do that thing during the communicative activity that your teacher gives you. Try to guess what your partner is doing.

Try to get your partner speaking more than you do
Try to speak as much as possible
Try to keep the time each person (including yourself) speaks exactly equal
Try to change topics as much as possible
Try to keep to the same topic for as long as possible
React as much as possible to what your partner says (without interrupting)
Interrupt even when you aren't exactly sure what you are going to say
Politely reject your partner's attempts to interrupt as much as possible

Work together to brainstorm phrases to do each of the things above.

Can you also use gestures to help with turn taking?

Amnesty/Celebrity Crimes

The following lessons were downloaded from the website: onestopenglish.com. The two lessons were combined into one. Only the font and the indentation have been modified to conform to the thesis writing guidelines.

A couple of questions were added to link the two lessons and the time was defined for each activity. The time allocated for the whole lesson is 90 minutes (Amnesty 45 minutes and Celebrity Crimes 45).

Note: The teacher can pre-teach vocabulary related to crimes and add a collocation activity. An extra list of words will be provided in the worksheet section.

Amnesty

Aim: a speaking activity with emphasis on oral fluency; students give reasons for releasing people from prison

Language point: lexical chunks to give reasons

Warmer

Play hangman with the word Amnesty. If the students get the word before you finish the hangman, explain that he has been given amnesty. Do the students know what it means? Explain that in some countries after an election or a war the government offers amnesty to prisoners. Does anything like that happen in their country? Has there ever been an amnesty in their country?

Before going on to the next stage, if you have more than ten people in your class, divide them into groups of five or six.

Stage One

Write on the board: NEW PRESIDENT OFFERS AMNESTY! Explain that a new president has been elected and as a gesture of goodwill wants to release some prisoners. She has called a meeting of her advisors (the class) to decide which prisoners should be released. The president has provided each group of advisors with a list of potential prisoners. She wants her advisors to recommend which SIX prisoners should be released from jail.

Stage Two

Distribute the lists (check the worksheets section) and tell the groups that they have ten minutes (or whatever time limit you choose) to decide who will be released. They must discuss each case and be prepared to give reasons at the end. They must do this IN ENGLISH.

While students do the task, circulate and take note of any interesting language or mistakes.

Stage Three

Conduct a short correction slot, highlighting some common mistakes on the board and asking students to correct them. Now tell the groups that they have to present their choices and give reasons. Give them the following language to help:**… Because of this… On account of this… That's the reason why…In view of the fact… The main reason why…Due to…**

Stage Four

Students present their decisions to the class. The class as a whole could vote afterwards, or if you (the teacher) have decided to be autocratic and take the role of the president, well then you decide based on the best arguments!

Transitional questions:
Can you name celebrities who committed crimes? What crimes?
Do they usually receive the same punishment as ordinary people who commit crimes?

Celebrity Crimes

Speaking activity #3: Role play the Celebrity Crime

Divide the students into groups of three. Give each group a copy of the texts (check the worksheet section). Ask them to choose one celebrity crime. Explain that one person in the pair is the celebrity accused of the crime, and one person is the police officer. The third person is the lawyer representing the celebrities (celebrities always have a lawyer with them in these cases!). Instruct the groups to role play the situation. The police officer must ask the celebrity questions, and the lawyer and the celebrity must try to explain their situation.

Speaking activity #4 Celebrity crimes discussion questions

Divide students into groups of three or four. Give each group a copy of the questions below. Ask groups to report back anything interesting they discussed.

1. What kind of punishment would you suggest for some of the people accused? What kind of punishment do you think they received?

2. Are there any celebrities from your country that have been accused of a crime? Who? What crime?

3. Do you think that rich and famous people are treated differently by the law in your country?

4. Do celebrities have a responsibility to act as role-models for society?

Lesson Worksheets

Amnesty/celebrity crimes

Memo

> **To:**   Amnesty Committee
> Advisors   **From:**   The Office of
> The President
>
> **Re:**   List of Prisoners
>
> Note: To preserve the prisoner's identity from the press, names
> have been withheld from this memo.

Here follows a list of the nine prisoners up for a possibility of amnesty. All are
considered as very little risk to society. Please inform the President of your
final decision.

<u>Number 1</u> is a 20-year-old student. He broke into the police's computer system and
tried to erase his previous criminal record (some parking tickets). He was also
charged with fraud after police discovered he had hacked into a pizza company's
computer and ordered himself free pizzas for over a year. He is serving a five-year
sentence.

<u>Number 2</u> is a 55-year-old engineer. He was charged with manslaughter after he hit
and killed a child while driving drunk. He has no previous criminal record. He is
serving a ten-year sentence.

<u>Number 3</u> is a 30-year-old mother of two. She was charged with drug dealing when
police found half a kilogram of marijuana in her apartment. She says it was for
personal use, but drug laws are very strict in this country. She is serving a
five-year sentence.

<u>Number 4</u> is a 24-year-old student and activist. He was arrested during an anti-
globalisation protest and charged with terrorism. He is a leader of a non-
violent social movement and did not participate directly in any violent acts
during his protests. He is serving a three-year sentence.

<u>Number 5</u> is a 40-year-old businessman. He was charged with fraud when police
discovered that he had stolen over $2 million from his company using a false system
of accounting. He is serving a ten-year sentence.

<u>Number 6</u> is an unemployed woman. She was arrested for stealing food from a
supermarket. This was not the first time that she had stolen food, and she had been
warned. She is serving an eight-year sentence.

Number 7 is a prisoner of war. He was taken prisoner during the last war with the country's neighbours six years ago. He was a marine and engineer and was responsible for bombing a small village in the mountains. He says he was following orders. The two countries are now at peace. He is serving a twenty- year sentence.

Number 8 is a landlord. He was arrested for keeping a block of flats in very dirty, and some cases dangerous conditions. He was also renting the apartments to illegal immigrants and charging a lot of money for them. He is serving a seven-year sentence.

Number 9 is a politician. She was a leading member of the Ultra political party, an extreme group who believed that criminals should be executed and immigrants expelled from the country. The Ultra party is very weak now. She was arrested for stealing party funds and is serving a ten year jail sentence.

Celebrity Crimes

Tennis star Jennifer Capriati was arrested in Florida in May 1994 and charged with possession of marijuana after the police went to her hotel room in search of a girl who had run away.

Actor Nick Nolte was arrested by the California Highway Patrol on September 11, 2002 and charged with driving under the influence (drunk driving).

Marshall Mathers, III (aka Eminem) was arrested twice in June 2000 on gun charges in Michigan. The rapper was arrested for carrying a concealed weapon and assault after fighting with a man he saw kissing his ex-wife Kim outside of a club.

John Osbourne (aka Ozzy Osbourne) was arrested by Memphis police in May 1984 and charged with public intoxication. According to the police report, Ozzy was "staggering drunk" when stopped.

Microsoft boss Bill Gates was arrested and photographed the police in New Mexico police in 1977 after a traffic violation.

Michael Jackson was arrested in November 2003 by Santa Barbara police in California on charges of inappropriate behaviour and child molestation.

Film star Winona Ryder was arrested in September 2001 for trying to steal

$5500 worth of merchandise from a store in Beverly Hills

Debates

Lesson Plan Part 1

Name: Amina Haddid   **Time: 1h30min.**

Level: Second Year

Aim(s):

- To learn how to express agreement and disagreement.
- To learn how to give and ask for opinion.

Procedure	Time	Focus	Materials	Aim
Warm-up Idiom of the day: To bury the hatchet -The teacher explains the idiom and gives examples, then the students try to give their own.	5min.	**T-Ss**	Board	To stress the importance of using idioms in everyday conversations in English.
Lead-in A debate video: BBC The Doha Debates. This House believes France is right to ban the face veil. This video is available on YouTube. -The students watch the video, and take notes to discuss its content and the different opinions presented in it.	40min.	**Ss**	PCs Headphones Video	To Illustrate the process of a debate.
Brainstorming -the teacher writes keywords on the board. -In groups, students brainstorm expressions of: *agreement and disagreement *asking for and giving opinion ('Asking for opinion' worksheet can also be used from <u>www.UsingEnglish.com</u>)	10min.	**Ss-Ss**	Board Worksheet A	To generate new expressions of agreement, disagreement and opinion.
Group Discussion -Students discuss the content of the video, give their opinions about the issue and back them up with arguments using the expressions they suggested.	35min.	**Ss-Ss**	/	-To practice debating. -To test the students' debate skills.

Comments (optional)

Lesson Worksheets

Worksheet A

 Asking for Opinions- Key Words and Phrases Brainstorming

Written by Alex Case for UsingEnglish.com © 2012

How many ways of asking for someone's opinion can you think of?

Brainstorm suitable language for asking for opinions using these key words (you might sometimes want to or need to change the grammar of the words):

Opinion
Think
View
Feel
Thought

Compare with the phrases under the line.

In your (honest) opinion,…?

Do you agree with the opinion that…?
Do you have an opinion on…?

Do you have any opinions on…?
Please tell me your opinion on…

What do you think about…?
Do you (also) think that…?

Do you have any views on…?
Do you share my view that…?
Do you share the view that…?
From your point of view,…?

I'd be interested to hear your views on…
I'd like to hear your views on…

Many people think… What's your view?
What are your views on…?

How do you feel about…?
What are your feelings about…?
Do you feel that…?

(Do you have) any thoughts on…?

Debates
Lesson Plan Part 2

Name: Amina Haddid   **Time: 1h30min.**

Level: Second Year

Aim(s):

- To learn more about the language of debate including body language.
- To draw the students' attention to the importance of body language in debates and how to use it.
- To practice debate's techniques.

Procedure	Time	Focus	Materials	Aim
Warm-up Idiom of the day: Beg to differ. -The teacher explains the idiom and gives examples, then the students try to give their own.	5min.	**T-Ss**	Board	To stress the importance of using idioms in everyday conversations in English.
Lead-in **'Discussion skills phrases miming game'** -The teacher gives each group of 4 students a worksheet of phrases to mime (they are divided into 15 sections) http://teflastic.wordpress.com -Students try to figure out the functions of each of the 15 sections. -They cut up the function cards and match each section with the appropriate function -They suggest 2 or 3 more phrases under each function.	40min.	**Ss-Ss**	Worksheet B	-To learn more about the language of debate including body language. -To draw the students' attention to the importance of body language in debates and how to use it.
Discussion - The teacher distributes envelopes which contain 3 topics each. One per group. -When ready, students take turns discussing their topics using the expressions and the techniques they learned while the other groups observe and take notes of the functions used.	35min.	**Ss-Ss**	Envelopes Topic cards	To practice debate's techniques.

Post-discussion Using the 'Post-discussion and brainstorming' worksheet http://teflastic.wordpress.com , students evaluate their discussion skills and talk about how they can improve their weaknesses.	10min.	**Ss-Ss**	Worksheet	To give and receive feedback.

Comments (optional)

Lesson Worksheets

Worksheet B

Discussion skills phrases miming game (Downloaded from

Work together to think of at least one way of miming the sentences below.

☐ "Are you following me?"

☐ "Can you say that again (a little) more slowly?"/ "Can you speak a little more slowly, please?"

☐ "Can you speak a little louder?"/ "I can't hear you very well."

☐ "Can you say that again?"

☐ "Can you say that one more time?"

☐ "I'm afraid I don't (fully/ really) understand."/ "I'm not sure I understand."

☐ "You've lost me"

☐ "Can I interrupt (you) (for a second)?"/ "Can I come in there?"/ "May I interrupt?"

☐ "Can I just finish (this point)?"/ "If I can just finish …"/ "Please allow me to finish…"/ "Before you interrupt…"

☐ "Where was I? Oh yes …"

☐ "To get back to what I was saying…"/ "Anyhow …"/ "Anyway…"/ "To get back on topic…"

☐ "We seem to be getting off the point."

☐ "More or less"/ "So-so"

☐ "How do you feel (about…)?"

☐ "What do you think (about…)?"

☐ "I strongly believe…"/ "I really think…"

☐ "Off the top of my head…"

☐ "Exactly!"/ "Precisely!"

☐ "I wholeheartedly agree."

☐ "You took the words right out of my mouth."

☐ "I partially agree."/ "I partly agree."

☐ "Are you joking?"/ "Are you kidding?"

☐ "I don't really agree."/ "I'm not sure that I agree."

Ask your teacher about any you can't think of and/ or watch your teacher do some gestures and guess the sentence.

What are the functions of the sections above?

Discussion skills phrases miming game

Suggested functions

Use the functions on the next page to help with the last task.

☐ Asking for differences in delivery

☐ Asking for opinions

☐ Asking for repetition

☐ Checking the other person's understanding

☐ Generalising/ Hedging

☐ Getting back to the point/ Finishing what you were saying

☐ Giving strong opinions

☐ Giving weak opinions

☐ Interrupting

☐ Showing a general lack of understanding

☐ Stopping interrupting

☐ Strong agreement

☐ Strong disagreement

☐ Weak agreement

☐ Weak disagreement/ polite disagreement

Worksheet C

Debate Topics

Suggested by: Amina Haddid

The following is a list of possible discussion and debate topics. Follow-up questions can be generated by the students or the teacher for each topic.

1- Cyber bullying
2- Men are superior to women
3- Feminism vs sexism
4- Austerity
5- Home-schooling children
6- Organs donation
7- Freedom of speech
8- Censorship
9- Generation gap
10- Brain drain
11- Illuminati
12- Democracy within the family
13- Write kindness on marble and pain on sand
14- Media
15- Nepotism
16- Arab Spring
17- ISIS
18- Elections
19- Refugees
20- Religion and science
21- Death penalty
22- Appearances are deceiving
23- Luck or hard work
24- Learning languages
25- Euthanasia
26- Taboos

The Law of Attraction
Lesson plan

Name: Amina Haddid   **Time: 1h30min.**

Level: Second Year

Aim(s):

- To introduce the concept of 'The Law of Attraction'.
- To activate the language of debate.
- To observe the learners' body language when presenting.

Procedure	Time	Focus	Material	Aim
Warm-up -The teacher distributes quotes taken from the book 'The Alchemist" by Paolo Coelho -They read each and try to comment on the quotes and discuss their meaning.	10min.	**T-Ss**	Worksheet A	To introduce the lesson and engage the students
Lead-in: -The teacher writes 'law of attraction' on the board and tries to elicit guesses from the learners. In order to help them, the teacher asks them to relate it to the second quote from the previous activity. Then, explains.	5min.	**T-Ss**	Board	To introduce the lesson
Documentary: -The learners watch a documentary 'The Secret' (the first 15 minutes) and take notes of important quotes said by the researchers. **Discussion** -Learners discuss the content of the documentary by giving their opinion about the different introduced ideas (while the learners read the quotes, the teacher writes them on the board). To help, the teacher can print them from the book 'The Secret' -Teacher asks the following questions: -Are you positive? Are you optimistic?	35min.	**Ss-Ss**	Document ary Board	To explain the concept of the Law of attraction. To discuss related ideas. To share insights, give opinions, and express agreement and disagreement.

-Do you believe in destiny? Do you think that one can change his destiny? How?				
Group work -The learners are divided into three groups and gives each group one of following handouts respectively (downloaded from: TheLawOfAttraction.com): a) 24 hours Law of Attraction Daily Routine b) The 7 Day Law of Attraction To-Do-List c) Your 30 Day Manifestation Plan - each group is supposed to study the handouts for 10 minutes, then each group stands up to present and explain to the other groups how to use each of the routines (all the students must talk in the presentation)	40 min.	**Ss-Ss**	Worksheets B, C, D. Available in the Materials and Worksheets CD.	To learn more about how the Law of Attraction works To engage the learners in explaining different related techniques and strategies. To observe the learners' body language while standing in front of their classmates

Comments (optional):

Lesson Worksheets

Worksheet A

The following quotes were taken from the novel 'The Alchemist' by Paolo Coelho

Everyone believes the world's greatest lie..." says the mysterious old man.
"What is the world's greatest lie?" the little boy asks.
The old man replies, "It's this: that at a certain point in our lives, we lose control of what's happening to us, and our lives become controlled by fate. That's the world's greatest lie."

"The secret is here in the present. If you pay attention to the present, you can improve upon it. And, if you improve on the present, what comes later will also be better."

"When a person really desires something, all the universe conspires to help that person to realize his dream."

"Most people see the world as a threatening place, and, because they do, the world turns out, indeed, to be a threatening place."

"There is only that moment, and the incredible certainty that everything under the sun has been written by one hand only. It is the hand that evokes love, and creates a twin soul for every person in the world. Without such love, one's dreams would have no meaning."

"But he was able to understand one thing: making a decision was only the beginning of things. When someone makes a decision, he is really diving into a strong current that will carry him into places he had never dreamed of when he first made the decision."

"When someone sees the same people every day, they wind up becoming a part of that person's life. And then they want the person to change. If someone isn't what others want them to be, the others become angry. Everyone seems to have a clear idea of how people should lead their lives, but none about his or her own."

"Life doesn´t come with any guarantees. You have to risk it to get the biscuit."

"...when we strive to become better than we are, everything around us becomes better, too."

Crime and Punishment
Lesson Plan

Name: Amina Haddid   **Time: 1h30min.**

Level: Second Year

Aim(s):

- To learn crime-related vocabulary.
- To activate debate language.

Procedure	Time	Focus	Material	Aim
Warm-up: Cross word puzzle (the students work in pairs to find ten crimes)	5min.	**S-S**	Worksheet A	To motivate and engage the students.
Lead-in: (group work) -In groups of 5, students brainstorm a list of crimes under the following categories: Property, money, people, cars - They answer two vocabulary activities.	20min.	**Ss-Ss**	Worksheet B and C	To introduce the lesson.
Listening: - The students listen to an audio (downloaded from: Englishpod.com) about capital punishment² and take notes -The teacher asks them few comprehension questions about the conversation -The teacher gives them the script of the conversation, play the audio again and ask them to underline the difficult words -The students check the definitions together, then with the teacher	20min.	**T-Ss**	Worksheet D	To introduce more vocabulary related to crime and punishment. To develop the students' listening skills.
Discussion: -Divide the students into 2 groups (capital punishment pros and cons) -The students are given some time to prepare their arguments, then debate.	45min.	**Ss-Ss**	Worksheet E	To activate debate language and topic-related vocabulary.

Lesson Worksheets

Worksheet A

Find ten crimes

```
T B U R G L A R Y M
E M T H E T R V B M
R U W L L H S A L U
R R F O O E O N T G
S D R O T F N D M G
P E A T C T E A P I
Q R U I K M U L D N
K I D N A P P I N G
Z L F G F R A S V H
B R I B E R Y M S X
```

Worksheet B

Crime Vocabulary List and Collocations. By Amina Haddid

The following list and the collocation activity can be used to pre-teach vocabulary related to crime.

Types of Crime	Crime Lexis
Blackmail	Miscarriage of justice
Bank robbery	Prison sentence
Pickpocketing	To lock up
Bribery	Juvenile offender
Forgery	Draconian measures
Tax evasion	Convicted/ to convict
Fraud	Wrongful conviction
Money laundry	To imprison
Trafficking	Evidence
Murder	To fabricate
Harassment	To deter
Homicide/ manslaughter	Deterrent
Mugging	To commit crimes
Domestic violence	To divert
Kidnapping	Soft sentences
Identity theft/ theft/ larceny	Recidivist
Rape	To rehabilitate
Stalking	To fine
Carjacking/ hijacking	To charge
Arson	To sentence
Smuggling	Death penalty
Vandalism	To arrest
Burglary	Trial
Shoplifting	To exile

Worksheet C

Collocations

Match the words with the appropriate phrase

Charge   someone innocent/guilty

Convict   a crime

Commit   someone to death

Find   evidence

Fine   juvenile evidence

Sentence   someone with crime

To deter   someone of murder

To fabricate   someone a 1000 Dinars

To rehabilitate   crimes

Worksheet D

Professor: That's all for today's class. We will continue our lecture on crime and punishment tomorrow.

A: Do you think we should be tougher on crime?

B: Well, it depends on what you mean.

A: For example, we could bring back the death penalty for murder, give longer prison sentences for lesser offences and lock up juvenile offenders.

B: Those really sound like Draconian measures. Firstly, what do you do about miscarriages of justice if you've already put innocent people to death?

A: You'd only use capital punishment if you were absolutely sure that you'd convicted the right person.

B: But, there've been many cases of wrongful conviction where people have been imprisoned for many years. The authorities were sure at the time, but later it was shown that the evidence was unreliable. In some cases, it'd been fabricated by the police.

A: Well, no system of justice can be perfect, but surely there's a good case for longer prison sentences to deter serious crime.

B: I doubt whether they could act as an effective deterrent while the detection rate is so low. The best way to prevent crime is to convince people who commit it that they're going to be caught. It doesn't make sense to divert all your resources into the prison system.

A: But if you detect more crimes, you'll still need prisons. In my reckoning, if we could lock up more juvenile criminals, they'd learn that they couldn't get away with it. Soft sentences will merely encourage them to do it again.

B: Yes, but remember that prisons are often schools for criminals. To remove crime from society, you really have to tackle its causes.

A: Well, if I were president, I would impose tougher laws and punishment. I would have a peaceful society based on fear of punishment, not consciousness of doing the right thing.

B: You sound like a dictator!

A: Well if it works, why not?

Worksheet E

Expressing Agreement

I couldn't agree more.
I agree entirely.
That's exactly what I think.
I'd go along with you on that.
I think you have an interesting point.

Expressing Disagreement

I honestly don't see why …
I don't think there is any need to …
I'm not sure I quite agree/I'll go along with you there/on that.
I don't think it would be advisable to …
Yes, but on the other hand …
Yes, but you've got to remember that … Well, to be quite honest …
I am afraid that …
Isn't it possible that …?
What will happen if …?

Expressing Doubt

I take/see your point but …
I see what you mean but …
I agree with you on the whole but …
That's true, I suppose, but …
That's an interesting point of view/comment but …
Well, you have a point there but …
Might it not also be true that …?

Introducing a Point

I'm sure/convinced that … It seems quite clear/obvious that … Wouldn't you agree/admit/say that … The first/basic problem seems to be/ is …

Body Language
Lesson Plan Part 1

Name: Amina Haddid   **Time: 1h30min.**

Level: Second Year

Aim(s):

- To make the students learn how to transmit the message using only their body language.
- To highlight the importance of body language to a successful communication.

Procedure	Time	Focus	Materials	Aim
Warm-up Idiom of the day: To give someone the cold shoulder. -The teacher explains the idiom and gives examples, then the students try to give their own.	5min.	**T-Ss**	Board	To stress the importance of using idioms in everyday conversations in English.
Lead-in The students watch a couple of pictures of people conveying different emotion and guess which emotion each one shows. (check the worksheets section)	10min.	**Ss**	Projector Or PCs (pictures can be found in worksheet A)	-To introduce the lesson in a motivating and engaging way.
Game 'Telling a Story' (from Top class activities, edited by Peter Wateyn-Jones 1997). In groups, students are supposed to: -Choose three to four objects from the worksheet. -Solve the situations (2 situations) using the objects they chose. -Mime their solutions in front of their classmates who should guess what happened and what objects they chose to resolve the problem and how.	30min.	**Ss-Ss**	Worksheet	-To make the students learn how to transmit the message using only their body language.

Role-paly Students act out the scenes they chose from Charlie Chaplin or Mr. Bean putting words to the acts.	50min.	**Ss-Ss**		-To learn how to put body language (facial expression and gestures) into words. -To practice more gestures to convey different messages. -To learn how to connect the body movements to ones words.

Comments (optional)

The teacher assigns some students (chosen randomly by the teacher, or they can volunteer) to prepare presentations about body language which include:

- Meanings of various gestures and facial expressions.
- Introduce universal body language.
- The importance of body language in communicating ideas.
- Cross-cultural body language.

Lesson Worksheets

Worksheet A

The following pictures were taken from Allan Pease's book "Body Language: How to Read others' Thoughts by their Gestures". The book is not paginated.

Figure 1 *The shoulder shrug gesture*

Figure 2 *'Everything's OK!'*

Figure 3 *'No worries.'*

Cold, not defensive

Figure 5 *Common critical evaluation cluster*

Figure 96 *'Maybe someday you'll be*

Worksheet B

3 TELLING A STORY

Jan Bell and Roger Gower
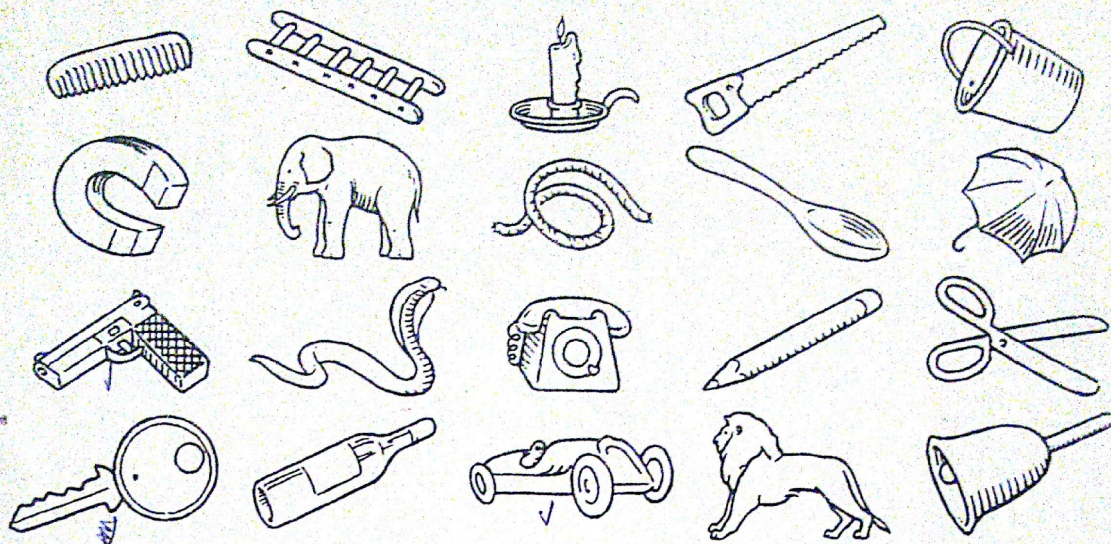
1 You are on your way to have an interview for a very important job but the lift stops between floors. There is no emergency button but there is a small hole in the top of the lift. How do you get to the interview on time?

2 You are giving a dinner party for some very important guests in the top floor flat of a very high building. You are having drinks in the room next door and you go into the dining-room to check that everything is ready. Unfortunately, you see a dead body under the table! There is no other door in the room. How do you get the body out without the guests knowing?

3 An old man has lost the secret of his childhood. He wanders all over the world trying to find it but without success. One day he comes across a huge river. There is a forest on the other side and he is sure that he can find the secret of his childhood there. But the river is very deep. He has no boat, he can't swim and there are no rocks in the river. How does he get across?

4 You wanted to parachute into a field. You have jumped from the plane but your parachute hasn't opened. You are falling very fast on to a motorway. There are many cars and lorries below you. You only have the three objects you have chosen to help you. How do you land safely?

5 You are living in a town by the sea. You see somebody rob a bank and run away with the money. You chase the robber through the town and on to the beach. The robber can run faster than you. There is no boat. How do you stop the robber and get the money back?

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Body Language
Lesson Plan Part 2

Name: Amina Haddid   **Time: 1h30min.**

Level: Second Year

Aim(s):

- To discuss and illustrate the different types of body language: Facial expressions, eye contact, physical appearance, spatial behavior, paralinguistic (pitch, tone), kinesics (gestures, posture).
- To enrich the students' knowledge about body language.

Procedure	Time	Focus	Materials	Aim
Warm-up Idiom of the day: To pull a face. -The teacher explains the idiom and gives examples, then the students try to give their own.	5min.	**T-Ss**	Board	To stress the importance of using idioms in everyday conversations in English.
Lead-in (video) The students: - Watch a video: The importance of non-verbal cues as told by Friends https://youtu.be/OrEci5Bjgd4 **-**Discuss the different types and give more examples.	30min.	**T-Ss**	PCs Headphones	To discuss and illustrate the different types of body language: -Facial expressions -Eye contact -Physical appearance -Spatial behavior -Paralinguistic (pitch, tone) -Kinesics (gestures, posture).

Presentations The students who were assigned to prepare presentations about body language present their work discussing the following: -Meanings of various gestures and facial expressions -Introduce universal body language -The importance of body language in communicating ideas -Cross-cultural body language	55min.	Ss-Ss	Pictures PCs Headphones Videos	To gain more knowledge about body language.

Comments (optional)

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Body Language
Lesson Plan Part 3

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Name: Amina Haddid   **Time: 1h30min.**

Level: Second Year

Aim(s):

- To motivate and engage the students.
- To learn new words and expressions in context.

Procedure	Time	Focus	Materials	Aims
Movie (Collateral Beauty) The students are supposed to : -Watch the first part of the movie -Take notes of the new vocabulary.	47min.	**Ss**	Projector Speakers	To stress the importance of using idioms in everyday conversations in English.
Vocabulary The students: - Try to guess the meaning of the words from the context. - Take turns checking the new words by typing them in the research bar of the digital dictionary as the definitions will be projected either on the wall or on the PCs and hear the pronunciation of the word in both American and British English.	13min.	**Ss-Ss**	Digital dictionary Projector Speakers PCs	-To infer meaning from context. -To check the meaning of the new words.
Fill-in the gaps The students are given the scripts of the three important scenes and conversations between the main characters with missing words. They listen again and fill in the gaps.	30min.	**T-Ss**	PCs Headphones Worksheet A	To recycle the new words

Comments (optional)

As a homework, the teacher divides the students into groups of 4 and asks some of them to rehearse the scripts of the three scenes, while the rest of the groups are supposed to choose a scene from their favorite movie (one which requires a lot of facial expressions, gestures and other conversation skills) to act out in the coming session.

Lesson Worksheets

Worksheet A

Collateral Beauty (movie)

Watch the three main scenes from the movie again and fill in the gaps (_____)

Scene 1. **Haward and Death.**

Death: They _____. Dogs, _____, and they fully understand death. You called me a _____ _____ in the letter you wrote me. You said I was pathetic. You don't remember? You went all about _____ _____, making a deal, paper tiger. Oh Haward! It wasn't that long ago.

Haward: Where did you get that? Who are you?

Death: Who did you write the letter to?

Haward: (laughs). I wrote the letter to death.

Death: Nice to meet you. _____

Haward: No!!!

Death: I know. I know. People write_____. Most don't get a personal response, but you are. I just wanted to tell you that you are wrong. I'm not _____middle management just following orders. You see! I didn't want_____, it was my call.

Haward: (screams) I don't want this! I don't want this.

Death: No, I don't tell you how to do your job, so I would appreciate it if you didn't tell me how to do mine.

A kid passing by and looking at Haward: Who is that man talking to? _____?

The kid's mom: Oh! Don't worry about that people are silly.

Death: You see. They don't see me until it's their time. Oh! It's ok Haward, it's not your time yet. I just wanted to return this...I really am death Haward.

Body Language/ Conversation Skills
Lesson Plan

Name: Amina Haddid   **Time: 1h30min.**

Level: Second Year

Aim(s):

- To recycle conversational skills.
- To practice body language.

Procedure	Time	Focus	Material	Aim
Warm-up -Idiom of the day: To play catch-up. -The teacher explains the idiom and gives examples, then the students try to give their own.	5min.	**T-Ss**	Board	To stress the importance of using idioms in everyday conversations in English.
Homework Discussion (Imitation) **Part 1** -The groups that were given the scripts take turns performing while their classmates observe their conversation skills and take notes for feedback. -Each group listens to their classmates' feedback and evaluation of the performance. In the end they decide which group wins. **Part 2** -The other groups that chose scenes from different movies take turns acting out. Their classmates take notes to evaluate their performance and give feedback. -The students try to guess the title of each movie. If they cannot guess, each group mimes the title to help their classmates find it. -In the end, the students vote for the best act.	85min.	**Ss-Ss**		-To practice the different aspects of body language. -To practice and recycle conversation skills.

Comments (optional)

Conversation Lesson: News

Note: The introduction and tasks 6 and 7 were omitted.

Topic

News

Aims

• To develop fluency through a range of speaking activities • To introduce vocabulary related to news

Time

60-120 minutes

Materials

Conversation lesson-news student worksheet

Procedure

1. What's in the news today? (5-10 minutes)	• I try to avoid teacher-centredness, often failing but never going down without a fight. In this case I am happy to begin the class with the group chatting casually with me. It has some value, and after all, conversation classes are intended to put students more at ease with the spoken English language. Asking them how their day has been and what they are planning to do after class is an approach I often use for the first few minutes (I keep meaning to think of more questions, yes)... in this lesson I ask them if they have seen the news today, and we have a brief chat about stories hitting the headlines either locally or globally. • I don't plan the stage, nor do I expect much from it, but despite it being contrary to good teaching practice in many ways, I really do think it's been the best way to start this lesson. • After five or ten minutes we have an idea of what's happening in the world, and the students are all on topic.

2. Task 2: Vocabulary (10-15 minutes)	• Appendix 1 gives a number of sentences which contain relevant lexical items which may or may not be new to the class. What I offer here is a basic selection, but I have used more or different words a number of times. • The task is simple although you may want to modify the sentences to clarify the context in each case, students are expected to read the sentences and identify the meaning of the words in bold without any help from dictionaries or translators. Obviously this happens as part of a conversation about each situation and as I monitor I encourage students to develop the conversation a little when they are happy that they understand the relevant language. I might ask them to talk about the news of the moment and comment whether it be sensationalised etc. • When this has done its course, typically ten minutes later, we come back together to share our understandings of the new words. You can do this as a pyramid discussion if you like, but I recognise that although this is a priority stage (identifying vocabulary useful to the lesson), prolonging the conversation is not hugely beneficial.

3. Task 3: Discussion questions (10-15 minutes)	• Simple stage, and very effective, maximising speaking without the onus being on students to provide the initiative (they will do that very much in later stages), I give them some questions and invite them to avoid simple and short answers.
	
	In pairs, make conversation about your answers to these questions:
	
	    • *What do you think the main purpose of television news is? To inform, entertain or influence?*
	    • *Do you think people generally take the news at face value?*
	    • *What are some of the differences between television news and the news in the newspapers?*
	    • *What makes a good news story, in your opinion? For example, celebrities and their cars, a general election, the discovery of a cure for a bad disease etc*
	    • *Have you ever been at the location of a big news story? Were the television reports true? If not, what does this make you think about the reliability of television news?*
	
	• To be honest, in this case I do more often than not put pairs with other pairs after ten minutes, not to do it all again but to investigate A, what their views have in common and B, what is different. Then I ask them to report to the class, briefly, what they think. If time permits I ask them if anything surprised them about what their partner said, or if they learned anything.

	• It can be an interesting ten to fifteen minute stage, but I wouldn't want it to last much longer, this approach has its value but is not the best way to exploit classroom time, and there's plenty more to do.
4. Task 4: Three news stories	I ask students to think of three news stories from their lifetime. One from the current month, one from the year and one from any period. Then, simply, I stand them up and have them investigate what other members of the class remember. I write a few questions on the board to prepare in their minds the information they should have ready to give, for example: • What news story have you chosen? • When did it happen? • What happened? • Where were you when you heard the news? • How did you find out? • Admittedly this is another fairly random activity and can be a bit hit and miss, but the saving graces are essentially that you can either skip it or cut it short. Again, it seems to be a ten minute job, but in that you may need to keep closely to time this might not be a wholly reliable activity. I'm happy to go with the flow, and I join the conversation, encouraging students to develop their questions and answers beyond the original ideas. • But there is method in my methodology (although not so much ology) and with the last question am I rather cunningly leading into the next stage which sees and end to the chat based activities and takes us into the business end of the lesson.
5. Task 5: Types of media (15 minutes)	• Students have by now told each other, and me, how they heard the news. Bringing us back together momentarily I use their answers to make a list on the board which generally takes the form of a list of headings, TV, Radio, Newspapers, Internet. (I sometimes teach them about the old town criers in England, but don't worry yourself about that.) • Then in pairs students must discuss and write lists for each media, in each case identifying the advantages and disadvantages of each. This can take two minutes or twenty minutes depending on how thoroughly it is done, but as I am keen to keep this going for at least 15 I make sure students discuss each point in detail. • Often I give one media to each group, and assign members to report their findings to other groups upon which they will also gain that groups insight too. It varies according to group size and other matters of classroom

	management. What doesn't vary is that I expect full involvement for the duration.
	• A group discussion touches on their findings and I may agree or disagree, and say so. Students are reminded to be critical and alert, respectfully, and where one group thinks the Internet is more accessible, another group with only a PC at home might argue that the radio is better when on the move. I'd ask why they couldn't buy a newspaper for that purpose, and no doubt they'd tell me they are only published once a day so not useful for hourly updates. We could talk all night.
7. Task 7: What's the Story? (15 minutes)	• I'm not including materials for this in the appendices simply because the availability of alternatives means most teachers would probably prefer to locate their own news stories. It's otherwise the same, simply get hold of a news story, written, and identify about ten keywords from the text. They should be significant words, prepositions absolutely not; verbs, nouns, adjectives yes, but without being too obvious students should be able to think through the list and get an idea of the story. • I usually dictate them, and then ask pairs to piece them together and discuss what the story was. They can move round the class and share, compare or simply poach ideas provided they have given it a fair chance and done their best to tell the story. • I join in but of course knowing the story my contribution has to be limited to questions and hints, but the point of this activity is not to guess a news story, it is to improve our speaking, so it matters not if they are horribly wrong. Stress this to them, when you give them the story it can be discouraging to have been wrong but this is not the way they should feel, tell them that the task now is to discuss the differences between the two, theirs and the real one, and then to discuss the story in general. • I invite them to share and compare again, this time formally, organising them into fours. I keep them in fours for the next activity.
Task 8: What's the story? (version 2) (15- 20 minutes)	• Again, I dictate a list of words in the same style as the first list, only this time they did not come from a news story but from my imagination. The news story is to follow, and in their fours students work together to create a gripping and informative story (written maybe, it's not the objective, but they have to present it so have to remember it) which they will read to the class. • They have to include the words but neither order nor part of speech are important, they can change to verbs, nouns etc. and it is not important if they repeat the words (other than of course I actively discourage repetition generally).

	• I suppose this opens cans of journalistic worms and we could introduce into the lesson discussion about what makes a good news story. Yet however tempting it may be I don't do anything like that, I think it would be a distraction and again, I'm not training journalists, I'm helping speaking skills develop. • When they have prepared their good news stories, they read them to the class, if possible as a TV reporter would. If they can finish with Name, location and it's back to the studio, even better.
Task 9: Headlines (10 minutes)	• I take in a range of headlines and ask students to discuss the content of the stories. Yes, I talk a little about headlines, how articles are omitted, past tenses are avoided and the future is expressed by the infinitive, but not in any great detail. And in some ways I don't feel that I want to give them the articles to read because we've already done this in Stage 6, and it's not a reading lesson after all. I just want them to talk, usually this is the last activity and free discussion with the level of fluency they have by now reached is not appropriately concluded by reading the newspaper. They could come back to that in the next lesson depending on the objectives of your course. For now, they can talk about Barry Manilow being seen in Harrods', or The British General Election, depending on how they interpret the headline. • Of course, I am sure to feed back to them and this may involve them seeing part or all of the article, but at this stage I am happy to settle for a basic idea, and put the focus on our speaking.

Contributed by: Chris Trickett.

Lesson Worksheets

Task 2: Vocabulary

News on any one day can be about a very wide range of things. Unfortunately, most television channels do not put the **focus** on good news. They are more interested in telling us about **natural disasters** and **scandals**, you know, the depressing stories. And then you can't believe a lot of what they say. The news is like films and general TV, some people think it is a form of entertainment, so the media tends to **sensationalise** stories to get, and keep, people's attention.

It could also be said that there is a lot of **censorship**. Maybe this is a good thing, but not everybody agrees. Some people think the press should not be **restricted**, that a free press is an important part of a free society. Other people think that the media should not be allowed to say what they want.

Finally, a lot of the criticism of the news comes from the fact that many newspapers and TV channels are too interested in **human interest stories**, for example David Beckham's new hairstyle and Britney Spears' marriage problems. It might be interesting to some people, but it's not **current affairs**.

Human Rights
Lesson plan

Name: Amina Haddid   **Time: 1h 30min.**

Level: Second Year

Aim(s):

-    To learn vocabulary related to war and peace.
-     To engage the students in discussing issues related to Human Rights.
-    To activate debate language and other conversation skills.

Procedure	Time	Focus	Materials	Aim
Warm-up: -Idiom of the day: When hell freezes over. -The teacher explains the idiom and gives examples, then the students try to give their own.	5min.	**Ss-Ss**	Ball	To stress the importance of using idioms in everyday conversations in English.
Lead-in Using a small ball, learners brainstorm words and expressions related to war and then to peace.	5min.	**T-Ss**	Video	To motivate and engage the students. To introduce the lesson.
Discussion: -Divide the students into two groups, and assign each two roles. One group has to defend war as a necessary decision, and the other peace. -The learners prepare their arguments in 5 minutes, then debate.	20min.	**Ss-Ss**	/	To recycle the language related to war and peace. To practice and activate debate language.
Human Rights: -The learners are given the Articles from 'The Universal Declaration of Human Rights' to read and discuss the content. - The teacher asks them if they had the opportunity, what they would add as further articles.	20m.	**Ss-Ss**	Worksheet A	To engage the students in the lesson. To learn more about Human Rights. To discuss further suggestions of human rights.

Writing:	40min.	Ss-Ss	/	To engage the students.
-In groups (depending on the number of the students), the learners are asked to write a speech about human rights, answering the question 'Are Human Rights a myth' in 15 to 20 minutes.				To activate the language learned in the previous stages of the lesson.
- Each group chooses their speaker to deliver their speech, then they discuss and the teacher gives feedback on their performance, including body language.				To observe and give feedback on the students' body language and presentation skills.
-The students can vote for the best speech and discuss the contents presented.				

Comments (optional):

Lesson Worksheets

Worksheet A

Universal Declaration of Human Rights
Preamble
Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,
Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,
Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,
Whereas it is essential to promote the development of friendly relations between nations,
Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,
Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,
Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,
Now, therefore,
The General Assembly,
Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2
Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

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Article 3
Everyone has the right to life, liberty and security of person.

Article 4
No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5
No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6
Everyone has the right to recognition everywhere as a person before the law.

Article 7
All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8
Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9
No one shall be subjected to arbitrary arrest, detention or exile.

Article 10
Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11
1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.

2. No one may be compelled to belong to an association.

Article 21
 1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22
Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23
1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24
Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25
1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26
1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote

understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

The Good Sense of Humor
Lesson Plan Part 1

Name: Amina Haddid   **Time: 1h 30min.**

Level: Second Year

Aim(s):

- To draw the students' attention to the importance of having a good sense of humor.
- To practice and engage the students in writing and telling jokes.
- To activate language related to humor and jokes.

Procedure	Time	Focus	Materials	Aim
-Idiom of the day**:** To pull someone's leg. -The teacher explains the idiom and gives examples, then the students try to give their own	5min.	T-Ss	Board	To stress the importance of using idioms in everyday conversations in English.
Warm-up The teacher asks the students: Are you a funny or a serious person? Do you like being around funny people? What is the difference between being funny and being silly? -Also, as a warm-up, the teacher can download 'humorous infographics' from the net and display them to the students to comment on them.	5min.	T-Ss	/	To introduce the lesson
Lead-in 'Five Poems' -Students work in pairs to order the words of five humorous poems (check in the worksheet section). Then they read and check their answers. After that, they try to figure out the meaning of each. -They discuss rhyme in a poem and give examples of words that rhyme, and discuss briefly the structure of poems. - The pairs try to write their own humorous poems, then read them	20min.	Ss-Ss	Worksheet A	-To engage the students in the lesson. - To discover the students' talents and encourage them to share it with their classmates.

in front of their classmates to guess the meaning. - In this activity students with talents to write poems can share their writings, which will motivate them to develop their talent.				
Translation: -Students think of jokes they know in Arabic (their own dialect) and try to translate them into English. After that they tell them in front of their classmates. - Students try to think of jokes they know in English and share them with their classmates -The teacher observes the students telling the jokes and the techniques they use.	10min.	Ss-Ss	/	-To check the possibility of keeping the meaning of a joke when told in a language other than its native one. -To observe the students' techniques of telling jokes.
How to tell a joke -First, the teacher writes on the board: punchline, topper/tag. -Students check the words on their dictionary, then the teacher explains and the students give their own examples from jokes they know. -Students share their own ideas on how to tell jokes, then the teacher explains steps and gives tips on how to tell a joke successfully. Ideas can be found on http://www.m.wikihow.com/Tell-a-Joke -In the end, the teacher models telling a joke. Jokes from the activity 'Caught you!' can be used (handouts available in the worksheet section)	10min.	T-Ss	Board PCs. Or Projector Worksheet B	-To explain and give tips on how jokes should be told.
Game 'Punch Line Bingo' In groups of 9, students play to find the punchlines of 20 jokes using bingo cards with one student as a caller per group. The caller reads out the jokes one at a time, and the other 8 students	15min.	Ss-Ss	Worksheet C	To introduce the most important part of a joke 'punchline'

with one card each to check the right punchline (more explanation is provided along with the worksheets).				
How to write a Joke and a punchline The teacher can select and explain some tips on how to write a joke from the following links (they can be summarized in a PowerPoint presentation): m.wikihow.com/Write-a-Good-Joke m.wikihow.com/Write-Punchlines	5min.	T-Ss	Projector	To explain techniques to write a good punchline for a joke
Competition -In groups of 4 or 5, students practice writing 4 short jokes applying the tips introduced. After that, groups take turns telling their jokes to their classmates and in the end they will vote for the best joke(s) - The teacher gives the students the following website: www.rd.com/submit-joke/ to post their jokes to see how other people react to them, and thus rating them. -In the end the students and the teacher give their feedback about the techniques the students used to tell their jokes.	20min.	Ss-Ss	Papers	To practice writing and telling jokes

Comments (optional):

As a homework, the students are asked to make a research on 'how to develop a sense of humor'.

NB: The teacher can pick a pair to prepare a presentation about it.

Lesson Worksheets

Worksheet A

Working in pairs, sort out the five poems below. Then read them out loud.

1

'Your _____ _____ _____ _____ _____ ,' he
_____ .
(stars teeth said are the like)

And _____ _____ _____ _____ _____
(her white pressed hand so)

He _____ the _____ , _____ _____ _____
_____ ,
(stars for truth spoke the like)

Her _____ _____ _____ _____ _____
(came night teeth out at)

2

Little _____ _____ _____ ,
(high flying birdie)

_____ a _____ _____ _____ _____
(the from Dropped sky message)

'Oh!' _____ _____ , _____ _____ _____ ,
(farmer eye said his a wiping)

' _____ _____ _____ _____ _____
_____ fly!'
(a cows Isn't thing it don't good)

3

She _____ _____ _____ _____ _____ _____ ,
(midnight the at on bridge stood)

_____ _____ _____ _____ a- _____ ,
(lips quiver all Her were)

She _____ _____ _____ , her _____ _____
_____
(fell leg a off gave cough)

_____ _____ _____ _____ _____
(the down And river floated)

4

The _____ _____ _____ the _____ _____ ,
(stood deck burning on boy)

_____ _____ _____ _____ of _____ ,
(were blisters feet His full)

The _____ _____ _____ and _____ _____
_____ ,
(up his burnt flames pants came)

And _____ _____ _____ _____ _____
(wears now sister's he his)

5

_____ the _____ _____ _____ _____ _____ ,
(fifth gone and November come has)

But _____ _____ _____ _____ _____ ,
(of linger still it thoughts)

I _____ _____ _____ _____ _____ _____ –
(my firework hand held a in)

_____ _____ _____ _____ _____ ?
(seen finger anybody Has my)

Which one was your favourite?

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Worksheet B

37. CAUGHT YOU!

Choose one or more of the following to read out to your groups.

Joke 1

A donkey wanted to cross a stream in order to eat the nice green grass in the field opposite. There was no bridge, no boat and the donkey couldn't swim. So how did he cross?

The students will probably offer suggestions, all of which you say are wrong. In the end they will give up.

So then you say to them:

You give up? So did the donkey!

Joke 2

Three boys called Peter, Paul and Pardon went to play by the river. Peter and Paul fell in and were drowned. Who was left?

You will of course receive the reply 'Pardon', at which you repeat loudly ...

Three boys called Peter, Paul and Pardon ... etc.

Joke 3

Say to the class: What's this?

(Then wave your hand in a snake-like movement.)

Someone will probably say: 'I don't know.'

So then you wave your other hand in a similar manner and say:

Neither do I – but here comes another one!

Joke 4

Say to the class: Why doesn't the Queen wave with this hand?

Wave your left hand.

Someone will probably say: 'I don't know. Why?'

To which you reply:

Because it's **my** hand!

Joke 5

Say to the class:
In an apple eating contest Sandra ate ninety apples and Helen ate a hundred and one. How many more apples did Helen eat than Sandra?

The students are bound to say 11, to which you reply:

No, ten – Helen ate a hundred and **won!**

Joke 6

As you begin this story you say to the students
I'm going to tell you a story about a bus driver. As I tell it, you have to imagine you're the bus driver. So, you're the bus driver in this story, right? Don't forget now... I'm going to ask you a question **at the end** so listen very carefully. And if you want to make notes as I read, then that's OK.

Now read the story slowly, giving the impression that you're going to ask some sort of mathematics question at the end.

A bus carrying four passengers stopped at the first bus stop and five people got on. *(pause)* At the next stop six got off and ten got on. *(pause)* At the next stop two got on but nobody got off. *(pause)* At the next stop nobody got on but four got off. *(pause)* At the next stop the bus went straight past, which upset an old lady who had forgotten to press the bell for the bus to stop. However, at the next stop she did get off and a couple got on. There was just one more stop to go before the bus reached the terminus – only one got off here, and at the terminus of course everybody got off. Now, who can answer this question: *(pause briefly)*

What was the bus driver's name?

By this time the students will have completely forgotten the beginning of the story and will invariably say 'I don't know.' to which you reply

You, of course. You're the driver, remember!

Worksheet C

46 PUNCH LINE BINGO

CALLER'S SHEET

1	How can you stop an elephant from smelling? *(Tie a knot in his trunk.)*	**11**	Excuse me, how do I get to the Royal Ballet? *(Practice, my girl, practice.)*
2	I've broken my glasses. Do I have to be examined all over again? *(No, madam, just your eyes.)*	**12**	What did the carpet say to the floor? *(OK, don't move! I've got you covered!)*
3	I'm a criminal lawyer. *(Thank you for being so honest.)*	**13**	What do you get if you cross a cow with a mule? *(Milk that has a real kick in it.)*
4	What do you call a man with a seagull on his head? *(Cliff.)*	**14**	Where does Thursday come before Wednesday? *(In a dictionary.)*
5	Did you know that deep breathing kills germs. *(Yes, but how do you get them to breathe deeply?)*	**15**	I heard your sister's on a garlic diet. Did she lose anything? *(Yes. Two kilos and four friends.)*
6	Where was Ann Boleyn beheaded? *(Just below the chin.)*	**16**	What can go around the world and still stay in one corner? *(A postage stamp.)*
7	I got a beautiful dog for my husband. *(Boy, that was a good swap!)*	**17**	What's the hardest thing when you're learning to skate? *(The floor.)*
8	Who was the biggest robber in history? *(Atlas – he held up the world.)*	**18**	What happened to the plastic surgeon when he stood by the fire? *(He melted.)*
9	I don't come here to be insulted. *(Why – where do you normally go?)*	**19**	I think golf is a rich man's game. *(Nonsense! Look at all the poor players.)*
10	'I don't think I look 35, do you?' she asked her husband. *('No, I don't,' he said, 'but you used to.')*	**20**	I see your new telescope only magnifies three times. *(Oh no! I've used it twice already!)*

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CARD 1

1	Tie a knot in his trunk.	☐
4	Cliff.	☐
7	Boy, that was a good swap!	☐
10	'No, I don't,' he said, 'but you used to.'	☐
14	In a dictionary.	☐

CARD 2

2	No, madam, just your eyes.	☐
6	Just below the chin.	☐
9	Why – where do you normally go?	☐
14	In a dictionary.	☐
17	The floor.	☐

CARD 3

3	Thank you for being so honest.	☐
5	Yes, but how do you get them to breathe deeply?	☐
8	Atlas – he held up the world.	☐
16	A postage stamp.	☐
17	The floor.	☐

CARD 4

11	Practice, my girl, practice.	☐
13	Milk that has a real kick in it.	☐
15	Yes. Two kilos and four friends.	☐
16	A postage stamp.	☐
20	Oh no! I've used it twice already!	☐

CARD 5

1	Tie a knot in his trunk.	☐
3	Thank you for being so honest.	☐
15	Yes. Two kilos and four friends.	☐
18	He melted.	☐
19	Nonsense! Look at all the poor players.	☐

CARD 6

4	Cliff.	☐
6	Just below the chin.	☐
8	Atlas – he held up the world.	☐
11	Practice, my girl, practice.	☐
12	OK, don't move! I've got you covered!	☐

CARD 7

2	No, madam, just your eyes.	☐
7	Boy, that was a good swap!	☐
8	Atlas – he held up the world.	☐
12	OK, don't move! I've got you covered	☐
15	Yes. Two kilos and four friends.	☐

CARD 8

5	Yes, but how do you get them to breathe deeply?	☐
6	Just below the chin.	☐
11	Practice, my girl, practice.	☐
13	Milk that has a real kick in it.	☐
18	He melted.	☐

The Good Sense of Humor
Lesson Plan Part 2

Name: Amina Haddid   **Time: 1h 30min.**

Level: Second Year

Aim(s):

- To explain that humor is not only related to jokes.
- To explain how to develop a good sense of humor.

procedure	Time	Focus	Materials	Aim
Warm-up -Idiom of the day: to have a blast -The teacher explains the idiom and gives examples, then the students try to give their own	5min.	**T-Ss**	Board	To stress the importance of using idioms in everyday conversations in English.
Lead-in Students present their research about: how to develop a good sense of humor, then discuss other possible ways with their classmates.	15min.	**Ss-Ss**	It depends on how the students present their homework.	To draw the students' attention to the importance of having a sense of humor, define it, and give tips on how to develop it.
Jokes and culture -The teacher asks: What are the most common genres of jokes in English? -Students answer and share jokes from the genres that they know. -If the students are not familiar with jokes genres, the teacher writes on the board: Knock knock What do you get if you mix X with Y a Z Doctor doctor… The teacher checks if the students recognize these types and gives examples	30min.	**T-Ss** **Ss-Ss**	Board Worksheets D and E	To relate humor to culture and make the students aware of the most common types of jokes in English.

Game 'Knock Knock' jokes and 'Doctor doctor' jokes In groups of 5, the students play the game by trying to find out the second part or the answer to the jokes. (check the worksheet section)				
Group Discussion In this part the students discuss a couple of questions related to the topic of the lesson (check the worksheet section)	20min.	**Ss-Ss**	/	To discuss and tackle the topic from different angles and explain how having a good sense of humour is also related to other aspects in addition to jokes.
Role-play Based on the introduced tips, the students are supposed to improvise plays (in groups) or a conversation (in pairs) displaying a good sense of humour. The role-plays should not be prepared beforehand. In the end the students rate the best performance(s).	20min.	**Ss-Ss**	/	-To test the students' ability to cope with unexpected situations and act in a relaxed way. -To apply the previously introduced tips.

Comments:

In groups or in pairs, the students are asked to prepare comedic scenarios and rehearse them in order to perform them as an extra class activity. Usually, in this part some students like to film their performances and post them on YouTube to see the others reaction to them.

NB: for this part the teachers can schedule an extra session with the students to perform their comedic works. This is a highly motivating, fun, and engaging extra activity.

Lesson Worksheets

Worksheet D

Work in pairs. Below are ten Knock Knock jokes. Unfortunately the last part of the punch line is missing. See if you can work out which punch line goes where. Choose from the following:

a. early
b. gets sore knuckles from all that knocking
c. last bus home
d. lot of money to the income tax people
e. on the other side of the Channel
f. spoonful of sugar helps the medicine go down
g. the menu today
h. the saints go marching in
i. time for tea
j. what time it is

1

Knock knock,
Who's there?
Watson.
Watson who?
Watson _____?

2

Knock knock,
Who's there?
Iowa.
Iowa who?
Iowa _____.

3

Knock knock,
Who's there?
Juno.
Juno who?
Juno _____ ??

4

Knock knock,
Who's there?
Justin.
Justin who?
Justin _____!

5

Knock knock,
Who's there?
Mister.
Mister who?
Mister _____.

6

Knock, knock,
Who's there?
Frances.
Frances who?
Frances _____.

7

Knock, knock,
Who's there?
Betty.
Betty who?
Betty _____.

8

Knock, knock.
Who's there?
Brighton.
Brighon who?
Brighton _____.

9

Knock, knock.
Who's there?
Owen.
Owen who?
Owen _____.

10

Knock, knock.
Who's there?
Jester.
Jester who?
Jester _____.

Patient: Doctor, doctor! My husband thinks he's a dustbin.	**Patient:** Doctor, doctor! I feel like a bell.	**Patient:** Doctor, doctor! Every bone in my body aches.
Patient: Doctor, doctor! I only have 30 seconds left to live.	**Patient:** Doctor, doctor! I feel like a pair of curtains.	**Patient:** Doctor, doctor! My hair's coming out. Can you give me something to keep it in?
Patient: Doctor, doctor! I keep thinking there's two of me.	**Patient:** Doctor, doctor! I've got wind. Can you give me something for it?	**Patient:** Doctor! Doctor! I think I'm becoming invisible!
Patient: Doctor, doctor! I've broken my arm in two places.	**Patient:** Doctor, doctor! What's the best way to prevent wrinkles?	**Patient:** D-d-d-oc-oc-t-t-or, d-d-d-oc-oc-t-t-or, I-I ha-ha-have trou-bbb-bbb-le ss-ss-sp-eak-eak-in-ing.
Patient: Doctor, doctor! Every time I drink tea I get a stabbing pain in my left eye.	**Patient:** Doctor! Doctor! I think I've got measles.	**Patient:** Doctor! Doctor! How can I stop myself from dying?

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Doctor Don't talk rubbish!	**Doctor** Give me a ring next week.	**Doctor** Just be glad you're not a herring.
Doctor Just a minute, please.	**Doctor** Pull yourself together, man!	**Doctor** Certainly. How about a paper bag?
Doctor One at a time, please.	**Doctor** How about a kite?	**Doctor** Who said that?
Doctor Don't go back to either of them!	**Doctor** Don't sleep with your clothes on.	**Doctor** Sorry, I wasn't listening. What was that again?
Doctor Take the spoon out of the cup next time.	**Doctor** That's a rash thing to say.	**Doctor** Stay in the living-room.

Culture
Lesson Plan Part 1

Name: Amina Haddid   **Time: 1h30min.**

Level: Second Year

Aim(s):

- To introduce the notion of culture and culture shock.

Procedure	Time	Focus	Materials	Aim
Warm-up -Idiom of the day: To go Dutch. -The teacher explains the idiom and gives examples, then the students try to give their own.	5min.	**T-Ss**	Board	To stress the importance of using idioms in everyday conversations in English.
Lead-in The students are supposed to: - Watch a video: Cultural Differences in Body Language. -Discuss the content. -Share their knowledge about other cultural differences in body language.	20min.	**T-Ss**	PCs. Headphones	-To introduce the lesson. -To relate the present lesson to the previous one. -To discuss how body language differs in various cultures.
Reading (Culture Shock) The students: - Play 'the hangman' to guess the word Culture Shock. - Define and explain the concept of culture shock -Watch a video about ' 25 Huge Culture Shocks that People Experience' and discuss its content.	30min.	**T-Ss**	Board PCs or Projector	To explain and discuss a culture-related phenomenon.

Culture Shock Stages	35min.	Ss-Ss	Worksheet A	To learn about the different stages of culture shock.
-The teacher uses worksheet from 'Culture Shock' lesson plan, suggested by Lindsay Clanfield in :www.onestopenglish.com , divides the students into groups, and gives each the cut up cards from the worksheet. -Each member reads one card, and checks new words. -The teacher takes the cards again, and asks the students to explain the content of their cards, then they try to put the stages in order.				

Comments (optional)

As a project, the students (pairs) are asked to choose a country (preferably an English speaking country, or where English is the official language) and prepare presentations focusing on the countries' social life, traditions, and etiquettes and so on. The students receive an example of the United States of America which can be downloaded from www.culturegrams.com with which they should compare and contrast the other countries.

Lesson Worksheets

Worksheet A

THE STAGES OF CULTURE SHOCK. Cut out one set of cards for each group pf students.

The Honeymoon (or Tourist) stage

Everything is exciting and new. You might think that the new culture is ideal, and you might think that it is much better than your own. If you are sometimes frustrated or have problems, you quickly recover. Everything is quite positive, the people in the new culture are very nice. This stage can last for months, or maybe only a couple of days. It is called the tourist stage because tourists generally do not stay in a different place long enough to have culture shock.

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Shock

In this stage, all the little problems and frustrations appear much bigger! You may be very preoccupied with cleanliness (you think everything is dirty and unhealthy); you may be worried that other people want to rob you or cheat you; you feel confused and lonely. During this stage, if you find someone from your own country who has lived in the new culture for a long time, you may become dependent on them. You may find other expatriates and complain together about the new culture, making stereotypes of the people from that culture. You miss your own country and culture a lot. If it is possible, you might try to go home.

- - - - -   - - - - -   - - - - -   - - - - -   - - - - -   - - - - -   - - - - -   - - - - -   - - -
- -

The adjustment stage

If the shock was very hard, you will not get to this stage. If you do decide to stay, you eventually learn to deal with the differences. You may try to integrate the new culture with your own beliefs. You begin to learn the language and make more friends. You have the occasional crisis, but you develop a positive attitude towards it. Maybe you can even laugh about your difficulties! This period of adjustment can be slow, and it is always possible to go back a stage into shock again.

- - - - -   - - - - -   - - - - -   - - - - -   - - - - -   - - - - -   - - - - -   - - - - -   - - -
- -

Acceptance or acculturation

You can now live with the new culture. Although it is difficult to be completely assimilated, you go through important personal changes and growth as you become integrated into the new culture. You develop a bicultural identity.

- - - - -   - - - - -   - - - - -   - - - - -   - - - - -   - - - - -   - - - - -   - - - - -   - - - - -

Re-entry shock

This is the shock of coming back home. You return from your time in another country and everybody is happy to see you again. The only problem is that you have changed a lot in ways that they haven't. And they don't understand that you have changed. Nobody wants to relive those fascinating, cultural memories. You almost feel like a stranger in your own culture.

Culture
Lesson Plan Part 2

Name: Amina Haddid   **Time: 1h30min.**

Level: Second Year

Aim(s):

- To introduce and highlight the major differences between American and British culture, language (grammar and lexis), behavior…etc.

Procedure	Time	Focus	Materials	Aim
Warm-up -Idiom of the day: To set the world to rights -The teacher explains the idiom and gives examples, then the students try to give their own.	5min.	**T-Ss**	Board	To stress the importance of using idioms in everyday conversations in English.
Lead-in The teacher writes some word pairs, shows pictures and states a few facts related to both America and Britain on different levels: symbols, culture, history, landmarks…etc. without mentioning the countries which are for the students to guess.	10min.	**T-Ss**	Pictures Board	To introduce the lesson.
Song The students: - listen to the song 'English man in New York' by Sting or Chris Cab. Then they listen again to fill in the gaps in the lyrics on the worksheets provided by the teacher. In the end they discuss the song. -Deal with the new words. -Discuss the lyrics -Sing the karaoke version of the song.	25min.	**T-Ss**	Speakers Worksheet A PC.	-To engage the students and motivate them. -To include some fun in the learning process. -To learn some differences between about the American and British culture.

Video Students watch 'American vs British' pronunciation lesson', discuss the content, and give other examples.	10min.	**T-Ss**	PCs. Headphones.	To discuss differences between American and British English in pronunciation.
Game 'Crossword puzzle' -In groups of 4 to 5, the students try to solve 'American vs British varieties of English' puzzle in 10 minutes. Each group assigns a spokesman to share the answers. Each correct word scores 1 point. The group with more words wins. -The groups discuss the American and British vocabulary and give more examples.	20min.	**Ss-Ss**	Worksheet B	-To engage the students. -To learn about differences in lexis in the two varieties.
Grammar -The Teacher gives (the same groups) a list of sentences highlighting grammatical variations which the students should categorize as either American or British. Examples can be taken from the following source: A to ZED, A to ZEE: A Guide to The Differences Between American and British English by Glenn Darragh. (Available in the Materials and Worksheets CD)	20min.	**Ss-Ss**	Worksheet/ Board	To highlight differences in grammar.

Comments (optional)

Lesson Worksheets

Worksheet A   English Man in New York Lyrics

I don't Drink ….., I take …….. …….
I like my ……. ……. …. …. …..
And you can ….. … .. ….. ……… …………..
I'm an ………………………… …………………..
As you see me ………….. ………………..
A walking ………….. …………. …………
I take it …………….. ……………
I'm an ………………………… ……………
I'm an …… I'm ………..
I'm an English man in New York²

If '……………' as someone said
Then he's the hero of the day
It takes a man to suffer …and …
Be ………… ……………

Worksheet B   This worksheet was given to us as third year BA students of English (2011) by Dr. E. Atamna

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#11. American and British varieties of English

The answer to each asterisked clue is the British or American equivalent.

Across
1. Head coverings
5. Form of be
7. Slingshot*
11. River in Switzerland and France
12. With 6 down, hardware store*
13. Garden
14. Northeast
15. What comes after DE
16. Suggested unisex pronoun
17. In addition; too
20. Exclamation of delight
21. We in the United States, objectively
22. Lift*
26. Underdone*
27. Subway*
30. Not shut
31. Open fabric made of string or thread

Down
1. End of the arm
2. Large monkey-like animal
3. What comes after RS
4. Catapult*
6. See 12 across
7. Weep
8. Exclamation of surprise and satisfaction or discovery
9. Flashlight*
10. Alternative for -ter*
15. Apartment*
18. Nought*
19. Used for baking
23. The front part of a seated person; to drink like a dog
24. Before (poetic)
25. Ladder*
28. Exist
29. Extraterrestrial

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Culture

Lesson Plan Part 3

Name: Amina Haddid   **Time: 1h30min.**

Level: Second Year

Aim(s):

-   To learn about different aspects of culture around the world.

Procedure	Time	Focus	Materials	Aim
Warm-up Idiom of the day: To know your way around. -The teacher explains the idiom and gives examples, then the students try to give their own.	5min.	**T-Ss**	Board	To stress the importance of using idioms in everyday conversations in English.
Lead-in Students watch videos of kids trying food from around the world (the videos can be downloaded from the YouTube channel HiHo Kids) and try to guess the countries, talk about the food and meals presented, and give other examples.	30min.	**Ss**	PCs. Headphones Or Projector and speakers	To introduce the lesson.
Presentations Students take turns presenting their projects on culture. Note: the presentations may go for more than one session. Each pair has 15 to 20 minutes to present.	1h.	**S-S**	Projector Speakers	To learn about various cultures around the world.

Comments (optional)

Conclusion

This chapter provided some theoretical insights about the suggested syllabus and approach to teach interactional skills. It has explained how different types of syllabi and teaching methods are integrated in order to create a varied program to teach Oral Expression to second year BA students based on their expressed needs and interests. The majority of the lessons were designed and suggested by the researcher-teacher following the ESA Patchwork pattern. The materials were selected according to the objectives set for each lesson to provide sufficient input and examples, incorporating authentic language and cultural information. Only few lessons were adopted from different websites for two reasons. Firstly, to make the students experience different lesson patterns and to deal with a variety of topics. Secondly, to provide different examples of lesson planning layouts and organizational patterns, which teachers can adopt.

Students' use of Conversational Skills

Chapter Six

Students' Use of Conversational Skills

Introduction

In this chapter, where the central focus is on the students, the following major questions will be examined: are the students under investigation aware of the aspects of conversation or talk as interaction? What are the conversational skills with which the students are familiar and use in their interactions? What are the skills which need improving, and which ones should be developed? Would the learners' conversational English be more natural if they are taught the conversational skills?

The answers to these questions will pave the way for testing our first hypothesis: if the students under study received instruction of a selected range of conversational skills, their conversational English would likely be more natural.

VI.1 Sample

The sample of the present study was derived from a population of 770 second-year LMD ('Licence' (Bachelor of Arts) Master Doctorate) students of English, at the University of Constantine 1, during the academic year 2017 – 2018. LMD is an academic system which started at the University of Constantine 1 in 2004 – 2005. It is divided into three stages of education: the Bachelor of Arts stage lasts three years leading to the first university degree, followed by a two-year instruction for the Master degree, and a three year training for the doctorate degree. The sample of this study consists of two groups of 61 second year students with 30 students in one group and 31. The two groups were randomly divided to a Control Group (CG) and an

Experimental Group (Exp. G), on the basis that the students from the first group, in the students' needs analysis, mentioned that in their first year they dealt with the aspects of transactional talk. That is why they were picked to be the experimental group, considering that the type of talk they are going to be introduced to in the experiment is related to it (interactional talk). On the other hand, the students from the second group said that they were introduced to games, and topic discussions in their first year. And that is why they were chosen to be the control group.

VI.2 Procedure

The current study consists of three major stages: pre-test, instruction and post-test. The pre-test was administered at the beginning of the academic year 2017-2018. The instruction or the treatment followed the pre-test and lasted for one semester then ended with a post-test.

VI.2.1 Description of the Test

In order to investigate the students' knowledge of the conversational skills both before and after the instruction, the Control Group and the Experimental group were subjected to a pre-test and a post-test, during which their performances were evaluated and rated according to the Conversational Skills Rating Scale by Spitzberg. The students were divided into pairs in advance, and they were given simulation or role-plays to perform. The role-plays reflected possible real-life communication situations providing different interpersonal and interactive experiences. Each pair in both the Exp. G and the CG were supposed to pick up one topic randomly from a list of 20 topics suggested by the researcher-teacher. The role-cards were printed and laminated beforehand to avoid dictating the roles which would be both boring and time-consuming (check Appendix F).

It is worth mentioning that the pairs dealt with different topics, and each pair got their role cards only ten minutes before their performance so that they prepared themselves and generated ideas about their topics while a previous pair was acting. Each student had a rating form to evaluate their conversational skills on a scale of one to five for each of the 25 behavioral items selected by the CSRS. Students were carefully observed during their performance and notes were initially taken by the researcher-teacher in the comments area in the form to rate each of the micro conversational aspects.

The post test was held at the end of the first semester after finishing the instruction of lessons planned by the researcher-teacher. The instruction period lasted for three months. The same topics used in the pre-test were reused in the post-test, but the pairs were assigned different topics from the ones they picked up in the pre-test to avoid the students' boredom and demotivation and to test their flexibility and reactions in different possible communication situations.

VI.2.2 Instruction of Conversational Skills

The two groups had two Oral Expression (OE) sessions of one and a half hour a week. The CG was taught conversation in a more or less random way through discussing various topics either in pairs or in groups, but without highlighting any of the skills. The Exp. G was introduced to the different conversational aspects and techniques using organized and eclectic lesson plans in the scheduled hours for a whole semester. The instructional period was intended to raise the learners' awareness of the different conversational skills and how to use each in both formal and informal settings. The conversational skills introduced were the ones which were highlighted in the second chapter, which are: making small talk, turn-taking, interruptions, back-channeling, topic shifts, adjacency pairs, keeping a conversation going and so on.

VI.2.2.1 Methodology of Instruction

Concerning the methodology followed to teach the conversational skills, a three-element lesson planning procedure (Engage, Study, Activate (ESA)) was put into practice (see Chapter Two). The three sequences were implemented as some lessons followed the ESA straight arrow sequence, while others followed either the Boomerang or the Patchwork sequences. The lessons followed different sequencing in order to provide varied content with the potential to keep the learners engaged and motivated and avoid monotonous and dull classes.

In the Engagement stage, different activities and materials were implemented and the heading for this stage is usually referred to as the 'lead-in' activity when it is in the beginning of the lesson, but when it is in the middle it can take different forms. Materials such as pictures, videos, worksheets, flashcards…etc. and activities such as discussion opening question, songs, brainstorming, quotes/proverbs, miming, games and so on, were used. This stage could be considered as the hook that grabbed the students' attention and made them eager to learn more about what was related to the introduced aspect and kept them highly motivated to learn and deeply involved in the lesson whether this stage occurred in the middle of the lesson, in its beginning, once or several times throughout the lesson.

In the study stage, the students were introduced to the conversational aspects and the structural patterns underlying them. The teacher's interference was always kept to the minimum. The learners were supposed to explore the language patterns that each skill involved. Grammatical structures were introduced implicitly, for instance by giving the students key words to generate sentences, questions, or phrases to express interruption, or signal turn taking, or initiate a small talk. Another way is by listening to audio tracks and watching videos and analysing the reoccurring

patterns or structures that convey the different functions. However, grammar was sometimes taught explicitly by giving the students pure grammatical activities with clear instructions to write different types of questions to initiate small talk, to keep the conversation going, to make a request, to apologize and so on. Teaching grammar explicitly was somehow necessary to highlight the variety of structures that can serve conveying a single function or vice versa. Moreover, dynamic translation from the mother tongue to the target language was used in some lessons in the study stage. This activity served as a great source for contrastive analysis as it helped the students realize the major differences between the two languages especially at the structural and cultural level. Reading materials were also a great source of input at this stage, it helped students at the informational and lexical level. By reading articles or any other forms of texts and answering comprehension questions, the learners gained knowledge about, for instance, conversational norms and techniques and also learned new vocabulary. The latter was taught and introduced in different ways. In some cases the students were asked to deduce the meaning from the provided context. Moreover, the new words were introduced prior to the instructive material where they were meant to be found, but it was the students' task to check them out in their dictionaries and then try to figure out the appropriate meaning as introduced in the material. Finally, the students' presentations about body language and culture were a fruitful source of input and were both informative, fun, and engaging.

In the activating stage, the students put into practice everything they learned from the study stage through pair work or group work. Because the main focus was on talk as interaction, there was no individual work. Role-plays and simulations were the most common activities. Whenever the students learned one conversational aspect, they had to put it into practice to ensure its acquisition. The topics of the conversations reflected situations and contexts that the students were

more likely to encounter. The topics were suggested by the researcher-teacher and the students were granted complete freedom to pick some of their own choice. Furthermore, group discussions and debates were great activities to practice some conversational aspects such as interruption, topic shifts, body language, turn-taking, back channeling and so on. The students also acted in groups simulating different possible formal and informal social situations, performing or acting scenes from different movies in order to reinforce the acquisition of both verbal and non-verbal skills in various situations. The introduced conversation skills are discussed in the second chapter of this work, and they are expressed in further details in the Conversational Skills Rating Scale that is used to evaluate the students' skills before and after the instruction. Those aspects were taught during the first semester of the academic year 2016-2017.

VI.3 Conversational Skills Rating Scale (CSRS) Overview

The Conversational Skills rating Scale is a measurement tool that is used to evaluate the learners' interactional competence. It was adopted in this study as it covers the most necessary and important skills needed for an interaction to be successful. It is made up of twenty five micro skills to rate each learner's competence regarding how each aspect was employed in the conversation. Spitzberg asserts that:

> The Conversational Skills Rating Scale (CSRS) was developed to provide a psychometrically sound instrument for assessing self or other interpersonal skills in the context of the conversation. It combines both verbal and non-verbal behaviors in its content, and can be used in a variety of contexts, including instructional contexts. It can be applied by students, instructors, and trained observers. It can be used to refer to a particular conversation or conversations in general (2).

In chapter two, the conversational aspects were introduced at a somehow general level, however, the CSRS provides a more detailed assessment instrument which breaks up the main skills into more focused features that measure each student's conversational competence. The scale provides different rating forms including partner rating form, self-rating form, rating of other form and observer rating form. To rate the students' performances in the current study the Observer Rating Form was used by the researcher-teacher playing the role of the observer.

Figure 10: The Conversational Skills Rating Scale (Spitzberg 27)

As shown in the previous figure, the students or conversationalists were supposed to be rated on a scale of 1 to 5 ranking from inadequate performance to excellent as explained at the top of the form. The 25 items can be grouped under four skill clusters: 1) attentiveness, 2)

expressiveness, 3) composure, and 4) coordination. According to Spitzberg, attentiveness refers to following attentively, and showing interest in the conversational partner; expressiveness is related to both verbal and non-verbal behaviors used to express oneself; composure is about avoiding all signs of stress and nervous behavior to display a more relaxed and confident demeanor, and coordination refers to how the conversationalists initiate a conversation, keep a conversation going, take turns and shift topics (2).

As explained by Spitzberg, the scores can be obtained by adding the features ratings and dividing the sum by the number of the items. In order to count the score for attentiveness (A), ratings of the 6 following features (8+ 12+ 18+ 19+ 20+ 21+ (17)) need to be added and divided by 6 which is the number of features. The same method applies for the rest of the sub-skill clusters. Composure (Cm): (2 +3 +6 +7 +9 +10 + (16)). Expressiveness (E): (4+ 5+ 11+ 13+ 14+ 15+ (16)). Coordination (Co): (1+17+22+32+24+25+ (2)). The additional feature numbers between parentheses are optional (25).

So, attentiveness includes leaning towards the partner, nodding of head, speaking about partner, speaking about self, encouraging or agreeing and expressing personal opinion. Composure includes speaking fluency, vocal confidence, volume, posture, shaking or nervous twitches, unmotivated movements and eye contact. Expressiveness includes articulation, vocal variety, facial expressiveness, use of gestures, use of humor and smiling. Coordination includes speaking rate, asking questions, initiation of new topic, maintenance of topics, interruption of partner, use of time speaking relative to partner.

It is also important to note that this scale evaluates how competently a conversationalist uses each feature by taking into consideration the context of the situation, the participants, the timing and so on. If, for example, one interrupts instantly just for the sake of interruption, and

without considering the conversation partner's turn, it is considered an inappropriate and incompetent move. Another example is using some gestures or humor when interacting with a stranger or someone superior which might be considered offensive and inappropriate due to the lack of competence and knowledge. However, such jokes and gestures can be acceptable among friends. Furthermore, cultural awareness is a very crucial aspect that might affect one's performance. Knowing about other cultures, customs, traditions, lifestyles, and etiquettes can serve in avoiding communication breakdowns and culture shock.

The CSRS is regarded as a very useful and reliable instrument to evaluate the students' conversational skills. Spitzberg confirms that "The CSRS has now been used in a wide variety of studies, thereby permitting a consideration of its utility as a research assessment instrument. Psychometric and criterion-based research collectively indicates that the CSRS is a highly reliable measure" (2). Its reliability was affirmed by other researchers who used it in their studies and research such as Freeman in 1988, Ellis et al. in 1994, Huwe in 1990, Graham, Papa and Brooks in 1992, Brundidge in 2002 and Segrin in 2006.

The administration of the CSRS is easy and not time-consuming. Spitzberg confirms that its administration lasts for five to seven minutes, and no training is required unless there needs to be a consistency among observers (1). If the observer, or researcher is accustomed to the CSRS forms and features rating it might take less time than it actually requires.

VI.4 Interpretation of the Results

The students' performances were not videotaped. Instead, they were recorded and also assessed on the spot. Audio recordings do not provide data for the non-verbal behaviors which constitute a major aspect of an interaction, and videotaping the conversations would make the

students uncomfortable and nervous. The observer form of the CSRS was used by the researcher-teacher to assess the students' performances in both the pre-test and the post test.

VI.4.1 The Pre-test

The pre-test was conducted to investigate in the students' awareness of the different conversational aspects and to determine how and to what degree they use those conversational skills in their interactions. The results obtained from the Exp. G And the CG in the two tests were interpreted, first in terms of adequacy of use (1 Inadequate, 2 Fair, 3 Adequate, 4 Good, 5 Excellent) for each microscopic item and then they were interpreted into scores for each subscale cluster (Attentiveness, Expressiveness, Composure, Coordination).

VI.4.1.1 The Experimental Group

The results are shown into two different tables: the first table includes the detailed scores obtained by all the students at the level of all the aspects related to each of the four subscale clusters. The second one shows the results' frequency in terms of adequacy of use.

Attentiveness

Table 1 presents the pairs' scores at the level of **attentiveness**. Each student's points of competence of each of the 6 related conversational aspects were scaled from 1 to 5. Table 2 represents the five competence scaling anchors' frequency of occurrence, which also reflects the number of students whose performance was either inadequate, fair, adequate, or excellent.

| | | Attentiveness | | | | | | | |
Pairs	Students	Leaning towards partner	Nodding of head	Speaking about partner	Speaking about self	Encouraging or agreeing	Expressing Personal opinion	Total	Score
1	A	3	2	2	3	1	3	14	2.33
	B	2	2	1	2	2	2	11	1.83
2	A	3	2	4	4	3	4	20	3.33
	B	3	3	4	4	4	4	22	3.66
3	A	2	2	2	2	2	3	13	2.16
	B	2	2	1	2	1	2	10	1.66
4	A	3	3	3	3	3	2	18	3
	B	3	3	3	3	1	3	16	2.66
5	A	3	3	1	2	1	2	12	2
	B	1	1	2	2	2	3	11	1.83
6	A	4	4	3	3	4	4	22	3.66
	B	3	1	2	2	2	3	13	2.16
7	A	1	1	2	2	1	2	9	1.5
	B	3	3	2	2	2	3	15	2.5
8	A	2	4	2	2	3	3	16	2.66
	B	2	1	2	2	3	1	11	1.83
9	A	1	1	2	2	2	2	10	1.66
	B	1	2	2	2	1	2	10	1.66
10	A	4	3	3	3	3	4	20	3.33
	B	3	4	3	3	3	4	20	3.33
11	A	2	3	2	2	2	3	14	2.33
	B	2	1	1	2	2	2	10	1.66
12	A	3	1	3	3	3	4	17	2.83
	B	2	2	3	3	2	3	15	2.5
13	A	4	3	3	3	2	4	19	3.16
	B	3	2	2	2	2	3	14	2.33
14	A	4	3	3	4	3	4	21	3.50
	B	4	2	3	4	2	4	19	3.16
15	A	1	1	2	2	2	2	10	1.66
	B	1	1	2	2	2	2	10	1.66

Table 24: Attentiveness Aspects performed by the Experimental Group in the Pre-test

	Frequency of Occurrence				
Attentiveness	Inadequate: 1	Fair: 2	Adequate: 3	Good: 4	Excellent: 5
Leaning towards partner	8	10	9	5	0
Nodding of head	11	9	10	3	0
Speaking about partner	6	11	13	3	0
Speaking about self	0	18	12	3	0
Encouraging or agreeing	4	16	11	2	0
Expressing personal opinion	1	10	12	10	0

Table 25: Frequency of Occurrence of the Attentiveness Competence Scaling Anchors

As the results show, the pairs' level bounced between inadequate, fair, adequate and good as revealed by the numbers in the table. It can be noticed that a lot of students demonstrated behaviours that reflected incompetence and a lack of proficiency and knowledge about interactional skills. As it was previously explained, attentiveness refers to the interest paid to the conversational partner both verbally and non-verbally.

Leaning towards a partner and nodding of head: most of the pairs displayed clear unawareness of these two important body language expressions. Nodding the head is a great feedback sign that shows that a conversation partner is following what is being interacted, or that there is agreement or disagreement. It is necessary to nod the head at relevant times in the conversation. The majority of the students failed to use this gesture appropriately and most of the times it was random and these pairs were the ones who scored Two (nine out of thirty two students rarely nodded their heads) or three (ten out of thirty two students occasionally nodded their heads), while some others did not even use it and scored one (eleven out of thirty two students never nodded their head). Those who scored four (three students) were the ones who occasionally nodded their head at appropriate times during the conversation, and those students were only a few. Leaning

towards a partner is measured in terms of body orientation towards the conversation partner according to the context. Only five out of thirty two students scored 4 and managed to orient their body in an acceptable and neutral way with some occasional shifts. 8 students scored one. Their bodies were either severely oriented towards or away from their conversation partners. Ten students scored Two because they were obliquely and strongly oriented away from their conversation partners, or frequently intrusive. Only ten students slightly leaned away from their partners and were sometimes slightly intrusive.

Speaking about partner and encouraging or agreeing are aspects which are closely related. Both of the features involve reactions to what the conversation partner communicates. Encouragements and agreements mean giving feedback to what the partner says. This is what was referred to as back channeling in the second chapter. These reactions are mainly verbal such as: oh, huh, really and so on. Only two students scored four because they provided verbal reinforcement such as really, aha, and oh such as pair fourteen (check the audio track in the CD: Pair 14). Eleven students scored three using only occasional verbal back channeling. Sixteen students rarely used verbal encouragement and scored two. Finally, only four students did not provide any kind of verbal reinforcement such as pair one:

A: Hi Yasmine, where have you been all this time?

B: Hi, I study all day in a private school, and I don't have enough time to meet you.

A: Why do you study in a private school? What's so perfect there?

B: Private schools are the best place to study, and we have a special treatment, and classes are not crowded and well-organized.

A: You know, I think that private schools are only for rich people. Public schools are good. And for special treatment, it depends on the teacher.

Speaking about partner entails asking questions and making comments in order to make the conversational partner involved in the topic of the conversation. Six students did not make any comments or ask any follow up questions to keep the conversation going and the partner involved scored one. Eleven students almost never used any comments or questions (scored two). Thirteen students scored three as they asked some follow up questions to keep their partners involved such as pair four:

A: Are you here for the job interview?

B: Yes, I heard from a friend that they are looking for a good translator. What about you?

A: Oh! So we are applying for the same job. And how many languages do you speak?

B: Hmm! Actually, I speak Arabic, French, English, and Italian.

A: Oh! Masha'allah

B: What about you?

A: When it comes to me, I also speak French, Arabic, and English. But contrary to you, I speak Spanish instead of Italian…

Three students out of thirty scored four, and these were the ones who often used comments and inquiries.

Speaking about self and expressing personal opinion are both related to the speaker. In speaking about self, the speaker is expected to make comments about himself expressing his beliefs, values, attitudes, interests ...etc. Eighteen students almost never made any comments about

themselves except for 'me too' which was used in some cases, and those scored two. Twelve students scored three for occasionally making comments about themselves such as: I do not believe in that, I cannot afford to think like that, I do not like…, I love that too…etc. Only three students scored four and moderately often made such type of comments about themselves. Expressing personal opinion is about sharing one's point of view about the conversation's subject matter and how one actually expresses it. One student scored one only because of expressing her opinion, but in an overly passive way like student B in pair 8:

A: Oh! That's very interesting. The school of Saint Jean is a school of languages.

B: Yeah. Me too I want to start learning Turkish language, because in summer I will   travel to Turkey, and of course this helps me to communicate with people.

A: Yes, you have to learn it because it is very important to communicate with Turkish people.

B: Yes. And also my father learned many languages French, Spanish and also Turkish and it helps him in his job.

Ten students scored two as they insufficiently expressed their point of view (Student B in pair one). Twelve students scored three for expressing their opinions occasionally, two of them did not share their point of view until they were asked by their partners. The ten last students displayed almost no difficulties in expressing themselves in neither an aggressive nor a passive way, and they scored four.

Expressiveness

Table 3 represents the scores of **expressiveness** skills which includes six sub-skills, involving both verbal and non-verbal communicative behaviors.

Pairs	Students	Expressiveness						Total	Score
		Articulation	Vocal variety	Facial expressiveness	Use of gestures	Use of humor	Smiling		
1	A	2	3	4	3	1	2	15	1.5
	B	2	2	1	1	1	3	10	1.66
2	A	3	4	2	4	4	4	21	3.5
	B	4	3	3	3	3	3	19	3.16
3	A	4	2	1	1	2	4	14	2.33
	B	2	1	2	1	1	1	8	1.33
4	A	1	1	1	3	3	2	11	1.83
	B	4	4	3	3	3	3	20	3.33
5	A	3	2	3	2	1	3	14	2.33
	B	2	1	1	2	1	1	8	1.33
6	A	4	3	4	4	3	4	22	3.66
	B	2	2	1	1	1	1	8	1.33
7	A	2	1	1	1	1	2	8	1.33
	B	2	2	2	2	1	1	10	1.66
8	A	2	3	4	4	2	2	17	2.83
	B	1	1	2	1	2	2	9	1.5
9	A	1	1	1	1	1	1	6	1
	B	1	1	1	1	1	1	6	1
10	A	4	4	3	2	1	2	16	2.66
	B	4	3	3	3	4	4	21	3.5
11	A	4	2	2	3	1	3	15	2.5
	B	4	2	1	3	1	3	14	2.33
12	A	4	3	1	2	3	4	17	2.83
	B	2	2	2	2	1	3	12	2
13	A	4	4	3	3	4	2	20	3.33
	B	2	2	2	2	1	3	11	1.83
14	A	4	4	4	4	2	4	22	3.66
	B	4	4	3	3	2	3	19	3.16
15	A	2	2	1	1	2	2	10	1.66
	B	1	1	2	1	1	1	7	1.16

Table 26: Use of Expressiveness Aspects by the Experimental Group in the Pre-test

	Frequency of Occurrence				
Expressiveness	Inadequate: 1	Fair: 2	Adequate: 3	Good: 4	Excellent: 5
Articulation	6	11	4	12	0
Vocal variety	8	12	7	6	0
Facial expressiveness	13	7	8	4	0
Use of gestures for emphasis	13	7	9	3	0
Use of humour and/or stories	16	9	5	3	0
Smiling and/or laughing	7	10	9	6	0

Table 27: Expressiveness Competence Scaling Anchors' Frequency of Occurrence

Articulation and vocal variety represent the verbal aspects that measure expressive competence. Articulation refers to pronouncing words and uttering clearly to be comprehensible to the conversation partner. The articulation of six students was completely inadequate (they scored one) due to making pronunciation errors frequently. Vocal variety refers to speaking with varied intonations, voice pitch, and tone according to the situation and the content, communication, and implication. Eight students scored one as they constantly displayed no variation in tonality, and they spoke in a monotonous manner, for instance, in situations of surprise, sadness, happiness, or disgust, they sounded rather inexpressive and empty using an intonation as if stating a fact rather than conveying a feeling (e.g. check the audio track: pair 9). Twelve students scored two because they spoke with very few variations which were limited to the use of intonation for asking questions. Seven students scored three for using variations occasionally to express surprise, and to ask questions (e.g. check the audio track: student A from pair 9). Finally only 4 students managed to speak with modulated and varied tonalities (e.g. check audio track: pair 10).

Facial expressions are a vital means of communication. They can either be related to what is being said by the speaker himself to convey a given attitude or emotion, or as a reaction to what the conversational partner communicates. Thirteen students failed to use facial expressions (scored one), they rather kept a blank face that suggested that they were uninterested in the conversation even when they communicated their own thoughts. One of the thirteen students displayed artificial and exaggerated facial expressions and looked very funny regarding the topic of the conversation. Seven students rarely used facial expressions (scored two). Nine students scored three due to showing an uninterested gaze from time to time and some other times they displayed facial expressions that were completely irrelevant to what was communicated. For example, they would keep a smile while their conversation partner was in the middle of discussing something serious. Those who scored four generally showed a variety of facial expressions that matched the topic of the conversation and were relevant to the ideas which were communicated.

Using humor appropriately and telling context-related stories or anecdotes are what keeps a conversation lively and interesting. Fifteen students scored one for consistently displaying a very dull and serious attitude. Ten students scored two because they were humorless almost all the time. Two of them failed at trying to integrate what they believed to be funny because one of them used a racist comment when mentioning in the conversation that his brother was stubborn as if he was 'chawi' which caused his conversation partner to frown and mention that he was offended because it was his origins. The second used a sexist judgment by mentioning that 'all girls are gold diggers; so working in gold mines is better suited for them', which caused his female conversation partner to feel offended. Moreover, smiling and/or laughing indicate openness and a positive attitude and reinforcement to the conversation partner. Seven students scored one because they had a tight face even when their conversation partners or even the situation stimulated laughter. Ten

other students scored two because they rarely smiled and were not able to completely cope with their partners' humor. Nine students scored three for occasionally responding to their partners' humorous behavior or words. Only six students were actually able to provide a positive reinforcement (smiling) occasionally throughout the conversation and laughed at some of the humorous stimulus. Pair two provided a good example of telling appropriate stories and using humor in their conversation, such as in the following parts of their conversation:

A: (interrupts) No, it is against the human nature if you live like a body without a soul. That's why it is necessary to express your feelings.
B: But not necessary for survival. You can survive without feelings you know?
A: No, you cannot, because scientifically…
B: (interrupts) I did.
A: (continues) scientifically, psychopaths… (Laughs)
B: I ain't no psychopath (laughs)
A: (laughs) I know. Psychopaths have less emotions than humans.
B: Like emotionless, aha!
A: That's why they are categorized as somehow a special (pause)
B: Case.
A: Case, yes. So, it is necessary to express your feelings and…
B: (interrupts) Hold on, let me tell you something, I'm gonna interrupt you again. You know what? Like when you are in a depression? Depression is not sadness, it is nothing related to sadness and people do mix that. You know, depression makes you feel nothing, and that's something called emptiness. That's what I have been through. I wasn't happy or sad or anything, but I have survived that. I don't know, maybe because when I have been through that, I have been saying this "yeah true, you gotta feel happy or sad, but that's not something for survival. That's not something like the air that you cannot live without".

Composure

The scores of **composure** skills are represented in table 5 which involve aspects which measure

behaviors which reflect the speaker's confidence, relaxation, and assertiveness.

Pairs	Students	Composure							Total	Score
		Speaking fluency	Vocal confidence	Volume	Posture	Shaking/ nervous twitches	Unmotivated Movements	Eye Contact		
1	A	3	4	2	2	3	4	4	22	2.14
	B	2	2	2	2	2	2	2	15	2.14
2	A	3	4	3	3	4	2	3	22	3.14
	B	4	4	4	2	4	3	3	24	3.42
3	A	3	3	3	2	4	3	3	21	3
	B	1	1	1	2	2	1	2	10	1.42
4	A	2	3	1	2	2	2	3	15	2.14
	B	3	4	4	4	4	4	4	27	3.55
5	A	4	4	4	3	3	2	4	24	3.42
	B	2	1	2	1	2	1	2	11	1.75
6	A	3	4	3	4	4	4	4	26	3.71
	B	2	2	2	3	2	1	3	15	2.14
7	A	2	1	2	2	1	1	2	11	1.57
	B	2	3	1	3	2	3	3	17	2.42
8	A	2	3	2	3	3	3	3	19	2.71
	B	2	2	1	1	2	1	2	11	1.57
9	A	2	2	2	1	2	1	2	12	1.71
	B	2	1	1	2	1	1	2	10	1.42
10	A	4	4	4	4	4	4	3	27	3.85
	B	4	4	4	3	3	4	3	25	3.75
11	A	3	4	2	3	3	4	4	23	3.28
	B	3	3	3	2	4	2	3	20	2.85
12	A	4	4	2	3	4	4	4	25	3.57
	B	3	3	3	2	4	2	3	20	2.85
13	A	4	4	4	4	2	4	3	25	3.67
	B	2	2	2	3	1	2	2	14	2
14	A	4	4	4	4	4	4	4	28	4
	B	4	4	4	3	4	3	3	26	3.71
15	A	3	3	3	1	1	2	1	16	2.28
	B	2	2	2	2	1	1	1	11	1.57

Table 28: Use of Composure Aspects by the Experimental Group in the Pre-test

	Frequency of Occurrence				
Composure	Inadequate: 1	Fair: 2	Adequate: 3	Good: 4	Excellent: 5
Speaking fluency	6	11	4	12	0
Vocal Confidence	8	12	7	6	0
Volume	13	7	8	4	0
Posture	13	7	9	3	0
Shaking/nervous twitches	15	10	5	3	0
Unmotivated movements	7	10	9	6	0
Eye contact	2	11	13	7	0

Table 29: Frequency of Occurrence of the Composure Competence Scaling Anchors

The majority of the students in the experimental group (15), displayed frequent signs of **dysfluency,** which was marked by the excessive use of pause fillers such as: well, so, and like. There was also a lot of silence and hesitation that dominated most conversations. One student could not manage to speak fluently which led to his partner's discomfort, and inability to elaborate into the topic of the conversation like student B in pair one, who was so silent that her conversation partner could not carry on the conversation. Nine students used pause fillers occasionally, and the flow of their conversation was marked by occasional hesitations, that sometimes caused their partners' distraction and boredom. Only eight students scored four as they showed only moderate dysfluency, which did not seem to disrupt their conversation partners. For example the filler word 'like' was excessively used by the students in pair fourteen, but it did not disturb the flow of their conversation.

Vocal confidence, shaking and nervous twitches and volume are meant to evaluate the speakers' level of stress and panic at both the vocal and the physical levels. Four students displayed

constant nervous and shaky vocalizations. Eight students had frequent breaking in pitch. Only thirteen students somehow managed to maintain a calm and steady vocalization. For shaking and nervous twitches, fifteen students displayed frequent shaking in their hands and voices. The other seventeen suffered from occasional shaking especially in the beginning of the conversation, some of them asked to start their conversations over because they could not manage their stress (e.g. check audio track: pair 9)

Posture and unmotivated movements are two features that are related to adopting appropriate and positive non-verbal behavior. Five students constantly maintained rigid and stiff posture throughout all the conversation. Thirteen students shifted posture very frequently which was disruptive to their conversation partners. Ten students displayed postures that were not related to the context or the situation. Five students seemed somehow more comfortable in their posture with occasional shifts. Unmotivated movements such as playing with objects and keeping hands in pockets were frequently displayed by twenty students during their conversations. The rest of the students (fourteen) occasionally engaged in self-focused behaviours that bore no discernible direct relation to the development of the topic being discussed.

Eye contact is a very important aspect that should be used appropriately as a sign of following and showing interest in what is being communicated by the conversation partner. Two students exhibited continuous and fixed eye contact which made their conversation partners feel uncomfortable. Eleven students frequently avoided eye contact. Thirteen students made eye contact occasionally during conversation turns. The best composure score (4) was obtained by student A from pair fourteen, as she conveyed an adequately relaxed demeanor, and the worst score (1.42) was obtained by student B from pair three who showed a rather nervous behaviour.

Coordination

Table 7 shows the results of the last subscale cluster 'coordination' that measures the students' ability to start and maintain a conversation as well as turn-taking and shifting topics.

Pairs	Students	Coordination						Total	Score
		Speaking rate	Asking questions	New Topic Initiation	Topic maintenance	Partner Interruption	Use of speaking time		
1	A	3	4	2	3	1	2	15	2.5
	B	2	3	1	3	1	2	12	2
.2	A	4	4	2	3	3	3	21	3.5
	B	3	4	3	4	3	3	20	3.33
3	A	4	3	1	3	1	3	15	2.5
	B	2	2	1	1	1	3	10	1.66
4	A	2	3	1	3	1	3	13	2.16
	B	3	4	4	4	1	4	20	3.33
5	A	4	3	1	1	2	3	14	2.33
	B	2	2	1	2	2	2	22	3.66
6	A	4	4	2	3	1	2	16	2.56
	B	2	1	1	2	2	1	9	1.5
7	A	1	2	1	2	2	2	10	1.66
	B	3	3	1	2	2	2	13	2.16
8	A	2	3	2	3	1	3	14	2.33
	B	1	3	3	1	1	1	10	1.66
9	A	2	3	1	1	1	1	9	1.5
	B	2	2	1	1	1	1	7	1.16
10	A	4	3	2	3	1	3	16	2.56
	B	4	3	2	3	1	4	17	2.83
11	A	3	3	1	2	1	3	13	2.16
	B	3	3	1	2	1	3	13	2.16
12	A	4	4	1	2	1	4	16	2.56
	B	3	3	1	3	1	4	15	2.5
13	A	4	4	3	3	1	4	12	2
	B	2	3	1	2	1	3	12	2
14	A	4	4	3	3	1	4	19	3.16
	B	4	4	2	2	1	4	17	3.
15	A	2	2	2	2	2	2	12	2
	B	3	3	2	2	2	2	14	2.33

Table 30: Use of Coordination Aspects by the Experimental Group in the Pre-test

Coordination	Frequency of Occurrence				
	Inadequate: 1	Fair: 2	Adequate: 3	Good: 4	Excellent: 5
Speaking rate	2	11	10	10	0
Asking questions	1	7	16	9	0
Initiation of new topics	10	12	4	1	0
Maintenance of topics	5	12	14	2	0
Interruption of partner	28	0	2	0	0
Use of speaking time	4	10	12	7	0

Table 31: Frequency of Occurrence of the Coordination Competence Scaling Anchors

Speaking rate is related to making utterances comprehensible using a speaking rate which should be neither too slow nor too fast. Out of thirty students, only two spoke in a very slow pace as they faced difficulties in constructing utterances which made them take a longer period of time to transmit their thoughts and ideas, making it hard for their conversational partners to comprehend. Twenty one students occasionally produced utterances that were somehow difficult to comprehend because of their somewhat slow speaking, which affected the flow of their partners' responses. Their speaking rate was characterized by pauses and hesitation, and a lot of thinking before actualizing in the target language, which later was discovered to be due to thinking in Arabic or French and trying to translate before expressing themselves, a process that takes a lot of time as reported by the students themselves (e.g. check audio track: pair 8).

Asking questions, maintenance of topics, and initiation of new topics are three aspects that are related to topical development. One student sounded very self-centered in the sense that she spoke only about herself without asking her partner follow-up questions to ease the flow of the conversation, and in their case turn-taking was signaled by silence. Seven students did ask few questions such as: What do you think? What about you? What is your opinion about…?. Sixteen

students occasionally sought information by asking questions that were relevant to the topic of the conversation such as: Do you agree? What's your point of view about….? However, asking that type of questions in an excessive way barraged the flow of the conversation. Only nine students could manage to ask the appropriate amount of questions at suitable stages of the conversation. These features are closely related to **maintenance of topics and follow-up comments**, which have to do with sustaining coherence of the topic and back channeling or conversational reactions. Five students provided irrelevant follow-up comments. Twelve students provided only few extension of the topic. Fourteen students managed to provide a small number of related comments, and only five other students could give occasional comments. The following example is taken from the conversation of pair ten, and it shows how both students could maintain the topic by providing follow-up comments:

A: So, where are you heading?

B: I'm going to Dubai

A: Oh! Which airlines are you traveling with?

B: Emirates' Airlines. This flight cost me an arm and a leg.

A: yeah. Traveling expenses can be costly.

B: Yes, but it's nice to experience new things, you see? A whole new experience, you can get the chance to experience new cultures, meet new people, and learn new languages.

A: Yeah, actually I like traveling. It is a very enlightening experience. Like it can give you a boost of energy, enrich your soul, and changes your perspective about life.

B: When you experience things, you get to see them by yourself, not from the others.

A: Yeah, especially like when you see them, or like when you hear about them on TV. Experiencing them first hand can be a quiet a whole and completely different experience.

B: I see you are returning from the Philippine. Isn't there a difficulty in talking with the native people there?

A: Well, yeah. Language has been a barrier when I was traveling there, but it wasn't actually that bad. Like I had some difficulties getting around the city, but other than that it was completely fine.

Interruption is usually considered as a violation of conversation, but when it is used moderately and appropriately it can serve as a source of feedback and a sign that the partner is listening and following the conversation. When the interruption does not occur, it can be interpreted that the conversation partners are respecting their **use of speaking time compared to their partner** to keep the conversation balanced, and so that both can express themselves sufficiently . Only two students (pair 2) applied it as shown in the example earlier when student B used the expression "Hold on, hold on. Let me tell you something, I have to interrupt you in here" twice. The rest of the students marked their turn-taking by silence, they tended to wait for their conversational partners to finish their ideas, then express their own.

VI.4.1.2 The Control Group

Attentiveness

Pairs/ Groups	Students	Lean towards partner	Nodding of head	Speaking about partner	Speaking about self	Encouragement or agreement	Personal opinion expression	Total	Score
1	A	4	3	4	2	4	4	21	3.5
	B	3	3	2	3	4	4	19	3.61
2	A	1	1	2	2	1	3	10	1.66
	B	2	1	2	2	1	3	11	1.83
3	A	3	3	2	3	2	3	16	2.66
	B	2	2	3	2	3	3	15	2.5
	C	2	1	3	1	2	2	11	1.83
4	A	4	2	3	3	2	2	16	2.66
	B	2	2	3	3	3	2	15	2.5
5	A	2	2	1	4	3	4	16	2.66
	B	2	1	2	4	3	4	16	2.66
6	A	1	2	3	2	4	4	16	2.66
	B	4	4	2	3	3	4	20	3.33
	C	3	2	2	3	2	3	15	2.5
7	A	3	2	2	2	1	2	12	2
	B	2	2	3	2	2	2	13	2.16
	C	3	2	2	4	2	4	17	2.83
8	A	1	3	3	3	4	3	17	2.83
	B	4	3	3	3	2	2	17	2.83
9	A	3	3	2	3	3	2	16	2.66
	B	3	2	3	1	3	2	14	2.33
	C	2	1	1	2	2	3	11	1.83
10	A	3	3	1	3	2	3	15	2.5
	B	3	2	2	1	3	2	13	2.16
	C	2	3	2	2	2	2	13	2.16
11	A	2	3	3	3	3	2	16	2.66
	B	2	1	1	3	2	3	12	2
	C	2	2	1	4	2	3	14	2.33
12	A	1	2	2	2	3	3	13	2.16
	B	3	3	3	3	2	3	17	2.83
	C	1	1	3	3	3	4	15	2.5

Table 32: Use of the Attentiveness Aspects by the Control Group in the Pre-test

	Frequency of Occurrence				
Attentiveness	Inadequate: 1	Fair: 2	Adequate: 3	Good: 4	Excellent: 5
Leaning towards partner	6	13	9	4	0
Nodding of head	7	11	11	1	0
Speaking about partner	6	13	12	1	0
Speaking about self	3	13	14	1	0
Encouraging or agreeing	3	11	12	4	0
Expressing personal opinion	1	11	12	8	0

Table 33: Frequency of Occurrence of the Attentiveness Competence Scaling Anchors

Not many students could follow their conversational partners attentively and show interest in what they were saying. As shown in the table above, the students seemed to ignore their importance of **leaning towards the partner and nodding of head,** as only four students kept their bodies occasionally oriented towards their partners, and only one student frequently nodded her head in response to what her partner communicated.

Concerning **speaking about the partner and encouraging and agreeing**, the majority of the students were unable to engage their partners in the interaction. In Pair six, student B was able to involve her partner in the conversation by asking her questions:

A: Self-improvement, huh?!

B: So, what do you think? What things do you do to improve yourself? From the inside, not the outside.

A: Well, I try to watch productive videos. Like videos that show how you can understand yourself from the inside, what you want, what you should do, and what you shouldn't do.

B: Do you think that's helpful?

A: Well sometimes it does, but most of the time it doesn't.

However, some students generally focused on **speaking about themselves** and **expressing their own points of view.** The following is an example from the conversation of pair five:

A: Actually, I will tell you about that. I love children who play with their tablets, because it makes them feel calm without saying any word, without being noisy. My mother uses this technique with my brother in the house. He always makes her feel bad, and she make him stay in the corner without saying anything by giving him the tablet. That is a good technique. Try it, it's ok I don't have any problem with that. I don't know why you are feeling bad.

B: Yes, it's a good thing, but my mother always yells at me when she finds my brother playing with his tablet. I want him not to bother me, I want to give him the tablet to stay calm, but my mother is always telling me that technology changes the children's brain to the worse, it affects their intelligence.

A: Actually you mother is right. I'm with you that tablets are not good, but we should watch our children and know what they are doing and that's all.

Expressiveness

Pairs/ Groups	Students	Articulation	Vocal variety	Facial expressiveness	Use of gestures	Use of humor	Smiling	Total	Score
1	A	4	3	3	3	1	2	16	2.66
	B	4	4	3	4	1	2	19	3.16
2	A	2	2	1	2	1	3	11	1.83
	B	2	2	1	2	1	2	10	1.66
3	A	3	2	1	2	1	3	12	2
	B	3	1	1	2	1	1	9	1.5
	C	2	1	2	1	1	1	8	1.33
4	A	3	2	1	2	1	1	10	1.66
	B	2	1	1	2	1	2	9	1.5
5	A	2	1	1	2	1	2	9	1.5
	B	2	1	1	3	1	2	10	1.66
6	A	4	4	3	4	3	3	21	3.5
	B	2	2	2	3	3	3	15	2.5
	C	2	2	2	2	1	2	11	1.83
7	A	4	4	4	4	1	3	22	3.66
	B	1	2	1	2	1	1	8	1.33
	C	3	3	3	3	1	2	15	2.5
8	A	2	2	2	1	1	2	10	1.66
	B	3	2	1	1	1	1	9	1.5
9	A	2	2	2	2	1	1	10	1.66
	B	2	3	1	2	1	1	10	1.66
	C	2	1	2	1	1	1	8	1.33
10	A	3	1	1	2	1	1	9	1.5
	B	3	2	1	3	1	1	11	1.83
	C	2	3	2	1	1	1	10	1.66
11	A	3	3	3	3	1	1	14	2.33
	B	2	1	1	2	1	1	8	1.33
	C	2	2	2	2	1	1	10	1.66
12	A	2	1	2	2	1	1	9	1.5
	B	2	1	2	2	1	1	9	1.5
	C	1	2	3	2	1	1	10	1.66

Table 34: Use of the Expressiveness Aspects by the Control Group in the Pre-test

	Frequency of Occurrence				
Expressiveness	Inadequate: 1	Fair: 2	Adequate: 3	Good: 4	Excellent: 5
Articulation	2	18	7	4	0
Vocal variety	10	13	4	4	0
Facial expressiveness	16	9	5	1	0
Use of gestures for emphasis	5	17	6	3	0
Use of humour and/or stories	27	0	3	0	0
Smiling and/or laughing	19	8	4	0	0

Table 35: Frequency of Occurrence of the Expressiveness Competence Scaling Anchors

Only four students (the first pair and students A from pair six, and student A from pait seven) were observed to use adequate and sometimes good expressiveness skills. Their utterances were very comprehensible with a good **vocal variety** and few **pronunciation errors**.

As for the use of **gestures and facial expressiveness**, they managed to use them adequately too especially in cases of surprise, and they used gestures that suited the topic and the roles they were playing.

Smiling did not seem to be an issue, although it was not very frequent, while **humor and related stories or anecdotes** was not used by any student except students A and B from pair six.

For the rest of the students, articulation and vocal variety was a problem. The majority could not produce clear and comprehensible utterances and they also spoke in a monotonous tone with no variety in the pitch (check audio track: pair 4).

Concerning gestures and facial expressions, most of the students stood still, some of them kept their hands in their pockets, others kept their arms crossed without displaying any movement. Even their facial expressions were blank and inexpressive of what was being said.

Composure

Pairs/Groups	Students	Composure							Total	Score
		Speaking fluency	Vocal confidence	Volume	Posture	Shaking / nervous twitches	Unmotivated Movements	Eye Contact		
1	A	4	4	4	4	4	4	4	28	4
	B	3	3	3	3	3	3	3	21	3
2	A	3	2	3	3	2	2	2	17	2.42
	B	2	2	2	2	3	3	2	16	2.28
3	A	3	3	3	2	3	3	3	20	2.85
	B	1	1	1	2	2	1	2	11	1.75
	C	2	2	2	2	1	2	1	12	1.71
4	A	2	3	1	2	2	2	2	14	2
	B	2	3	2	3	3	3	2	19	2.71
5	A	3	2	3	3	3	3	2	19	2.71
	B	2	1	2	1	2	1	2	11	1.75
6	A	3	3	3	4	3	2	3	21	3
	B	2	2	2	3	2	1	3	15	2.14
	C	2	3	2	3	3	2	3	18	2.57
7	A	4	3	4	4	4	4	4	27	3.85
	B	2	3	1	3	2	3	2	16	2.28
	C	3	3	3	3	3	3	3	21	3
8	A	2	3	2	3	3	3	3	19	2.71
	B	2	2	1	1	2	1	2	11	1.75
9	A	2	2	2	1	2	1	2	12	1.71
	B	2	1	1	2	1	1	2	10	1.42
	C	1	1	2	2	1	1	1	9	1.28
10	A	3	3	3	3	3	3	2	20	2.85
	B	3	3	3	3	2	2	3	19	2.71
	C	3	3	3	3	2	3	3	20	2.85
11	A	3	4	3	3	3	4	4	24	3.42
	B	3	3	3	2	4	2	3	20	2.85
		3	3	3	3	3	2	2	19	2.71
12	A	2	2	2	2	2	2	2	14	2
	B	2	2	2	1	1	2	1	11	1.75
	C	3	3	3	3	3	2	1	18	2.57

Table 36: Use of the Composure Aspects by the Control Group in the Pre-test

Composure	Frequency of Occurrence				
	Inadequate: 1	Fair: 2	Adequate: 3	Good: 4	Excellent: 5
Speaking fluency	2	15	12	2	0
Vocal Confidence	4	8	17	2	0
Volume	6	10	13	2	0
Posture	4	10	14	3	0
Shaking/nervous twitches	5	12	13	1	0
Unmotivated movements	7	11	10	4	0
Eye contact	4	15	9	3	0

Table 37: Frequency of Occurrence of the Composure Competence Scaling Anchors

Except for four students who scored four in **speaking fluency,** showing few signs of dysfluency, the others' performances were generally marked by silence, hesitation, which hindered the flow of the conversation and that is why their score ranged between one and two. The rest of the students, who scored three, were the ones who occasionally used pause fillers which were disruptive to the conversation partner and sometimes resulted in their loss of interest in the conversation and boredom.

Vocal confidence, nervous twitches and volume revealed the students' paralinguistic calmness and steadiness of expression. Fifteen students had a huge problem with controlling their shaky voices and hands which showed how nervous and stressed they were and generally speaking in and extremely low voices. Thirty two students frequently displayed equivocal tone and a very low volume. Those who displayed occasional nervous vocalizations and body movements scored three. Finally, only five students used a fairly calm and composed vocalization and body language, speaking in audible and comfortable ways. Students from pair 9 are one example of such a case.

Coordination

Pairs	Students	Coordination						Total	Score
		Speaking rate	Asking questions	Initiation of new topics	Maintenance of topics	Interruption of partner	Speaking time compared to partner		
1	A	4	4	2	3	4	3	20	3.33
	B	3	3	2	3	3	3	17	2.83
2	A	2	4	2	3	1	1	13	2.16
	B	3	4	3	4	3	3	20	3.33
3	A	2	3	2	3	1	1	12	2
	B	2	2	2	2	3	1	12	2
	C	2	3	2	2	2	2	13	2.16
4	A	2	3	2	3	3	2	15	2.5
	B	3	3	3	3	3	3	18	3
5	A	3	3	1	1	2	2	12	2
	B	2	2	1	2	2	2	11	1.83
6	A	4	3	3	3	1	3	17	2.83
	B	2	1	1	2	2	3	12	2
	C	3	3	3	3	3	3	18	3
7	A	3	3	3	3	3	3	18	3
	B	4	3	1	2	4	2	17	2.83
	C	3	2	2	4	2	3	16	2.66
8	A	4	3	2	3	2	2	15	2.5
	B	2	3	3	3	3	1	15	2.5
9	A	2	3	3	3	3	2	15	2.5
	B	2	3	2	2	2	2	13	2.16
	C	1	1	1	1	1	1	6	1
10	A	3	3	3	3	2	2	16	2.66
	B	2	3	2	3	2	2	14	2.33
11	A	3	3	3	3	4	3	19	3.16
	B	3	3	4	3	3	3	19	3.16
12	A	1	2	1	2	2	1	9	1.5
	B	2	2	1	2	2	1	10	1.16
13	A	2	2	3	2	3	2	14	2.33
	B								
14	A	2	3	3	3	2	2	15	2.5
	B	3	2	2	2	3	2	14	2.33
15	A	3	4	3	4	3	2	19	3.16
	B	3	3	2	3	2	2	15	2.5

Table 38: Use of Coordination Aspects by the Experimental Group in the Pre-test

	Frequency of Occurrence				
Coordination	Inadequate: 1	Fair: 2	Adequate: 3	Good: 4	Excellent: 5
Speaking rate	2	13	13	4	0
Asking of questions	2	5	21	4	0
Initiation of new topics	7	13	10	2	0
Maintenance of topics	2	8	19	3	0
Interruption of partner	4	13	12	3	0
Use of time speaking relative to partner	7	16	9	0	0

Table 39: Frequency of Occurrence of the Coordination Competence Scaling Anchors

Speaking rate was one of the features that sometimes hindered the smooth flow of the conversations. One student had a very slow and disruptive speaking pace which was consistently difficult to understand. Fourteen students also spoke in a slow pace, but with shorter pauses between utterances which made it occasionally difficult for the partner to comprehend (check audio track: pair 3). Fourteen students sometimes produced utterances at a very monotonous pace with no variations, which caused the flow of the conversation to run slowly. Finally, only three student could speak in a varied speaking pace did not hinder her partner's comprehension of utterances (e.g. check audio track: group 7 and pair 1).

Asking questions, maintenance of topics, and initiation of new topics are all features that are meant to be used in order to keep the conversation going. In asking questions one student never sought information from his partner. Seven students did ask questions which frequently barraged the flow of the conversation; students from group nine provide such an example as they could not elaborate in the conversation, resulting in a very short one, and student C did not express herself at all (some of the grammatical mistakes were corrected by the researcher-teacher):

A: What do you think about posting the students' marks?

B: I think it depends on the personality of the student. There are students who would feel embarrassed especially if they get a bad mark. And those who would feel motivated to work a lot, or to work hard to do better the next time. What about you?

B: For me, I don't feel embarrassed. If I have a bad mark, I will work hard the next time and motivate myself.

A: To do better

B: Yes, I want the people who saw my bad mark to see a better mark next time.

Twenty students occasionally tried to keep the conversation going by asking relevant questions in order to make their partners speak more about the topics being discussed. This feature was one way of **maintaining topics**, in addition to making follow-up comments in order to discuss other angles of the different discussed topics. Only two students could provide frequent extensions by making topic-related comments, the following example was taken from the conversation of group seven:

A: So, talking about motherhood, have you yet decided in which school you are going to register little Jade?

B: I'm so confused. My husband wants to put Jade in a public school, but I think that I want to put him in private school.

A: you're talking about the school across the street?

B: Yes, that's it.

A: Well my son goes there. It is a quiet good school, so there is no point in putting him in a private school, it is the same, no?!

C: Yeah. I think this school is great. My sister teaches there. Normally Adoui (pause)

A: Bachire, I guess

C: Yes, and she says it is as good as private schools. It is really effective.

B: I just want my son to be more controlled and to get a better education.

C: But not necessarily in a private school

A: (interrupts) Yeah, because talking about controlling, it is your responsibility not the school's, no?!

B: I know it is my responsibility, but it is their responsibility as well.

A: I know, but you won't gain as much as you're going to lose. I mean the money is like very expensive.

B: But if my son is going to get a better education, ten money is not a problem

A: (interrupts) It's not a better education, the program is the same

C: Yeah, and the teachers

A: (take her turn back) maybe they will treat them in a special way

C: (provides feedback) Yeah, exactly.

A: because you are paying for it, Duh! But still it's the same you are just going to lose your money and lose your son as well.

B: I don't know, I'm still confused, but I just want the best for my son.

C: Yeah, you're right I think.

B: I'll think about it.

C: Yes, you should.

A: Talking about private schools, you know, the environment that your son is going to live in, and the kind of people he is going to involve himself and socialize with is not the same as you will find like when he…

C: (interrupts) I think…

A: (refuses the interruption and takes her turn back) he won't be able to adapt to the school ot to the people.

Interruption was not well-used by three students who frequently cut their partners off before finishing their grammatical utterances like the case in the previous example. On the other hand, three other students did interrupt occasionally, but in a non-disruptive manner. Again, this feature is related to the use of **speaking time compared to the partner**. Generally, almost the same people who over-talked and interrupted their partners were the ones who did not respect the duration of their speaking turns (seven students). Seven other students somehow respected their turns as well as their partners' and did not speak excessively more than their partners. The conversation above represent one of the examples.

VI.4.2 The Post-test

The post-test intends to check whether the teaching of a selected set of conversational aspects was effective. In other words, the ultimate aim is to test the impact of the provided instruction on the students' conversational output. The results obtained by the Exp. G and the C G have been analyzed using the CSRS's form that was previously used in the pre-test, and the frequency of the spoken conversation aspects in the role-plays of 15 pairs.

VI.4.2.1 The Experimental Group

Attentiveness

Pairs	Students	Leaning towards partner	Nodding of head	Speaking about partner	Speaking about self	Encouraging or agreeing	Expressing Personal opinion	Total	Score
1	A	5	4	4	5	4	5	27	4.5
	B	4	4	5	4	5	4	26	4.33
2	A	5	5	5	5	5	5	30	5
	B	5	5	5	5	5	5	30	5
3	A	5	5	5	4	4	4	28	4.66
	B	4	4	4	3	4	3	22	3.66
4	A	5	4	5	5	4	5	28	4.66
	B	4	4	5	5	4	5	28	4.66
5	A	5	5	5	5	5	5	30	5
	B	4	5	4	5	5	5	28	4.66
6	A	5	5	5	5	5	5	30	5
	B	5	5	5	5	5	5	30	5
7	A	5	4	5	4	4	4	26	4.33
	B	5	4	4	4	4	4	25	4.16
8	A	5	5	5	4	4	4	27	4.5
	B	5	5	5	4	5	5	29	4.83
9	A	4	4	4	4	5	4	28	4.66
	B	4	4	4	5	3	5	25	4.16
10	A	5	5	5	5	5	5	30	5
	B	5	5	5	5	5	5	30	5
11	A	3	5	5	5	4	5	27	4.5
	B	4	4	4	5	5	5	29	4.83
12	A	5	4	5	4	5	4	28	4.66
	B	5	4	5	4	4	5	28	4.66
13	A	5	4	4	5	4	5	27	4.5
	B	4	4	4	4	4	5	25	4.16
14	A	5	5	5	5	5	5	30	5
	B	5	5	5	5	5	5	30	5
15	A	3	4	5	5	5	5	27	4.5
	B	3	5	5	4	5	4	26	4.33

Table 40: Use of Attentiveness Aspects by the Experimental Group in the Post-test

	Frequency of Occurrence				
Attentiveness	Inadequate: 1	Fair: 2	Adequate: 3	Good: 4	Excellent: 5
Leaning towards partner	0	0	3	8	19
Nodding of head	0	0	0	15	15
Speaking about partner	0	0	0	10	20
Speaking about self	0	0	0	13	17
Encouraging or agreeing	0	0	1	21	8
Expressing personal opinion	0	0	1	21	8

Table 41: Frequency of Occurrence of the Attentiveness Competence Scaling Anchors

As the two tables show, there has been a considerable progress in the students' performance at the level of attentiveness. In order to improve this area, the students were exposed to both verbal and non-verbal behaviors which were introduced by the researcher-teacher, and how to show interest in what their conversational partner in communicating. At the level of body language, the majority of the students learned how to control their body positions according to their partner's actions and reactions. As the results show, twenty four students managed that perfectly, while only nine students had a few problems in maintaining those body shifts. Concerning the second aspect, the students were well-aware that nodding the head is a way to provide reinforcement and back channeling. For this, the number of students who could use it frequently and appropriately throughout the conversation has raised compared to the pre-test results. In speaking about partner and encouragement and agreement, the majority of the students learned how to involve their partners in their conversations, even when they felt reluctant to speak or unable to express themselves. The same improvement goes for speaking about self and expressing personal opinion. The students could express themselves more freely and make comments as a reaction to what the

other thinks or believes. This improvements can be observed in the conversation produced by pair one which was evaluated as the weakest pair. In the pre-test their conversation was rather short and they were both unable to carry it on, but in the post-test they produced a relatively longer conversation as both of them could express themselves in a better way. The following is the first part from their conversation:

A: I'm tired with my students, and from giving them homework. It's tiring, I can't, I can't.

B: I see.

A: What do you think of giving homework? For example I gave a homework to my students, but they didn't do it, no one of them. They never ever gave me their homework. I don't know why. I think homework is the best strategy to improve in studies.

B: Oh! Let me tell you, if you give them homework you're gonna waste their time, and I…

A: (interrupts) Why? Why waste their time?

B: Because they will not do it, even at home.

A: Yes, yes. I know that they will not do it, but it's like a simple way to keep the lesson in their minds.

B: I know what you mean.

A: So, I just give them practice.

B: In the classroom?

A: Yes, this is the deal. They won't do it. So, I just give it to them to do it at home. Maybe at home they will feel more comfortable and they will take their time.

B: Yes, because in class, they obligate them to do the activities and …

A: (interrupts) sometimes not. Like if two students are sitting together, and if I give an activity, they will just talk together because students are too talkative. Always.

B: Oh yes.

A: They will talk together or maybe chat on Facebook, and the will not do it. In the end I'll give them the answers on the board and that's it.

B: You have to be strict.

It can be observed that student B, who was unable of speaking out her own thoughts in the pre-test, now is able to talk more and even provide feedback for her partner. And it is important to note that the students were not even given the topics beforehand to prepare.

The same goes for pair ten, whose conversation I the pre-test was relatively shorter than that of the post-test. The four conversational aspects were better used in the post-test, for instance, in speaking about partner student B used the following expressions: you are saying that …, when you said…, you said that…. In encouragement and agreement they used the following expressions: Yeah, yes, let's, good, why don't we... In speaking about self and personal opinion expression the following expressions were used: I think, I disagree, let me explain my point, let me add this… etc.

Expressiveness

Pairs	Students	Articulation	Vocal variety	Facial expressiveness	Use of gestures	Use of humor	Smiling	Total	Score
				Expressiveness					
1	A	4	5	5	5	4	5	28	4.66
	B	3	4	3	5	3	4	22	3.66
2	A	5	5	5	5	5	5	30	5
	B	5	5	5	5	5	5	30	5
3	A	5	4	4	5	4	5	27	4.5
	B	4	3	4	4	3	4	22	3.66
4	A	5	4	4	5	4	5	27	4.5
	B	3	3	4	5	4	5	24	4
5	A	5	5	5	5	5	5	30	5
	B	4	4	4	4	5	4	25	4.16
6	A	4	5	5	5	4	5	28	4.66
	B	5	5	5	5	5	5	30	5
7	A	5	4	5	5	5	4	28	4.66
	B	4	3	4	4	3	4	22	3.66
8	A	4	3	4	5	3	4	24	4
	B	4	3	5	5	3	4	24	4
9	A	3	3	3	4	3	2	18	3
	B	4	4	3	3	2	3	18	3
10	A	5	5	5	5	5	5	30	5
	B	5	5	5	5	5	5	30	5
11	A	5	5	5	5	5	5	30	5
	B	5	5	5	5	5	4	29	4.83
12	A	5	4	4	5	4	5	27	4.5
	B	5	4	5	5	4	5	28	4.66
13	A	4	4	5	4	4	5	26	4.33
	B	5	5	5	5	5	5	30	5
14	A	5	5	5	5	4	5	29	4.83
	B	4	4	4	5	4	5	26	4.33
15	A	5	5	5	5	3	5	28	4.66
	B	4	4	4	5	3	5	26	4.33

Table 42: Use of Expressiveness Aspects by the Experimental Group in the Post-test

	Frequency of Occurrence				
Expressiveness	Inadequate: 1	Fair: 2	Adequate: 3	Good: 4	Excellent: 5
Articulation	0	0	3	11	16
Vocal variety	0	0	6	11	13
Facial expressiveness	0	0	3	10	17
Use of gestures for emphasis	0	0	2	4	24
Use of humour and/or stories	0	1	8	10	11
Smiling and/or laughing	0	1	1	8	20

Table 43: Frequency of Occurrence of the Expressiveness Competence Scaling Anchors

The way the students express themselves both physically and verbally has improved noticeably. The best score of all expressiveness aspects (5) was obtained by nine students. The worst score was obtained by student B from pair nine whose stress and anxiety were a barrier, which hindered him from mastering those aspects. It is worth mentioning that this student was observed throughout the semester to have an apparent problem of stress and remarkably shaky hands and voice. He later reported that it was out of his hands and that he suffers from this even in his everyday life in casual situations. However, in the post-test =, he could do better by using more hand gestures to emphasize some points in the conversation, although his facial expressions were still blank. Humor was again used by pair two, not by telling jokes, but by making comments on each other's statements. For instance, their conversation was about the importance of preserving one's traditions, and some of the comments made were as follows:

B: Yes, but in weddings it's better and it's preferable to wear traditional clothes. You can present your culture by your way of dressing and so on. So, I think it's important to preserve it.
A: I really don't think so. Yeah, you have to keep it because it represents you and so. But you see let's keep that in mind. Listen, like for clothes, you wear like a traditional dress…

B: (interrupts) like mine (laughs).

A: (laughs) Yes, it's not going to show your curves, so look for something really fashionable.

B: It shows your origins.

And in the second part of the conversation when student A somehow changed student B's mind:

A: I don't know, for example not allowing women to do some stuff.

B: No, that's not about traditions.

A: It's related too. When they say 'we have been raised on this'. So, it is based on it, it's a part of society. So, it's going to be a part of culture and the traditions.

B: yeah, but there are some things, or you can only the good things of traditions, such as (long pause)

A: (interrupts) That's it, you take the good things, you don't always have to stick with those traditions.

B: We can change principles or the way of thinking.

A: You are getting to my point, you see! (Both students laugh).

Humor was also used by pair ten who discussed war and peace as follows:

B: So, the problem here is that war can never be a solution. It has distraction afterward. Look at Germany after WWII. Look at Syria now. So we need a permanent solution.

A: But see it on the other hand. We need a war like America in the First and the Second World War.

B: They didn't win, trust me (laughs).

A: (laughs) they won it and they are the best in the world.

Also, vocal variety and articulation were noticed to have improved in the conversation of pair one (check the audio track: pair one).

Composure

Pairs	Students	Speaking fluency	Vocal confidence	Volume	Posture	Shaking/ nervous twitches	Unmotivated Movements	Eye Contact	Total	Score
1	A	3	3	3	4	3	3	5	25	3.57
	B	4	4	4	4	5	5	5	32	4.57
2	A	4	5	5	5	5	5	5	34	4.85
	B	4	5	5	4	5	5	5	35	5
3	A	4	5	5	4	5	5	5	33	4.71
	B	3	5	3	4	5	5	5	29	4.14
4	A	4	5	4	5	4	5	5	32	4.57
	B	3	3	4	4	4	4	5	27	3.85
5	A	5	5	5	5	5	5	5	35	5
	B	4	5	4	4	5	5	5	32	4.57
6	A	4	4	5	5	4	5	5	32	4.57
	B	5	5	5	5	5	5	5	35	5
7	A	4	5	5	4	5	5	5	33	4.71
	B	4	4	4	5	4	4	5	30	4.28
8	A	3	4	3	4	5	5	5	30	4.28
	B	5	5	5	5	5	5	5	35	5
9	A	4	4	4	4	4	5	5	30	4.28
	B	3	4	3	3	4	3	5	25	3.57
10	A	4	3	4	4	4	4	4	28	4
	B	5	5	5	5	5	5	5	35	5
11	A	5	5	5	4	5	5	4	33	4.71
	B	5	5	4	4	4	4	4	34	4.85
12	A	5	5	4	5	5	5	5	34	4.85
	B	5	5	4	5	5	5	5	34	4.85
13	A	4	5	4	5	5	5	5	33	4.71
	B	5	5	5	5	5	5	5	34	4.85
14	A	4	4	4	5	5	5	5	32	4.57
	B	5	5	5	5	5	5	5	35	5
15	A	5	5	5	5	5	5	5	35	5
	B	4	4	5	5	4	5	4	31	4.42

Table 44: Use of Composure Aspects by the Experimental Group in the Post-test

	Frequency of Occurrence				
Composure	Inadequate: 1	Fair: 2	Adequate: 3	Good: 4	Excellent: 5
Speaking fluency	0	0	6	14	11
Vocal Confidence	0	0	4	8	19
Volume	0	0	4	12	14
Posture	0	0	1	13	16
Shaking/nervous twitches	0	0	1	9	20
Unmotivated movements	0	0	2	4	24
Eye contact	0	0	0	4	26

Table 45: Frequency of Occurrence of the Composure Competence Scaling Anchors

Taking the examples of pair one and pair nine, it can be noticed that the students have considerably gained more vocal confidence and became more fluent compared to their pre-test results. Hesitation, long pauses, and silence were observed to be less in the performance of these two pairs who were evaluated to be the weakest in the whole group. As explained in the previous conversational aspect (expressiveness), student B from pair nine has faced difficulties with managing his stress, but with all the efforts that he made and the intensive practice the group had throughout the semester, he could at least speak in a less shaky voice and more fluently than in the pre-test. Also, student B from pair one, was too nervous and unable to make a conversation in the pre-test, but in the post-test she improved noticeably and could not only gain more confidence when speaking, but also managed to use some conversational aspects at this level too such as keeping eye contact, speaking a higher pitch, keeping a confident body posture relevant to the situation, the conversational partner, and the topic of the conversation, and she also displayed more motivated movements, which was almost the same case for student B from pair nine (check the audio tracks: pair 1 and pair 9).

Coordination

Pairs	Students	Speaking rate	Asking questions	Initiation of new topics	Maintenance of topics	Interruption of partner	Speaking time compared to partner	Total	Score
1	A	5	5	3	4	4	4	25	4.16
	B	3	5	3	4	3	5	24	4
2	A	5	5	5	5	5	5	30	5
	B	5	5	5	5	5	5	30	5
3	A	5	5	3	5	4	5	27	4.5
	B	4	4	3	4	4	4	23	3.83
4	A	4	5	4	4	5	5	27	4.5
	B	3	5	4	5	4	5	26	4.33
5	A	5	5	5	5	5	5	30	5
	B	4	5	3	5	5	5	27	4.5
6	A	4	5	3	5	5	5	27	4.5
	B	5	5	5	4	5	4	28	4.66
7	A	4	5	3	5	4	5	26	4.33
	B	4	5	4	4	5	5	27	4.5
8	A	3	2	3	4	4	4	20	3.33
	B	3	2	3	4	4	4	20	3.33
9	A	4	4	4	5	4	5	26	4.33
	B	5	5	5	4	5	5	29	4.83
10	A	5	5	5	5	5	5	30	5
	B	5	5	5	5	5	5	30	5
11	A	5	5	4	5	5	5	29	4.83
	B	5	5	4	5	4	5	28	4.66
12	A	4	5	4	5	5	5	28	4.66
	B	5	5	4	5	4	5	28	4.66
13	A	4	5	4	5	5	5	28	4.66
	B	5	5	4	5	4	5	28	4.66
14	A	5	5	5	5	5	5	30	5
	B	4	5	3	4	4	4	25	4.16
15	A	4	4	4	4	4	4	24	4
	B	4	4	4	4	4	4	24	4

Table 46: Use of Coordination Aspects by the Experimental Group in the Post-test

	Frequency of Occurrence				
Coordination	Inadequate: 1	Fair: 2	Adequate: 3	Good: 4	Excellent: 5
Speaking rate	0	0	4	12	13
Asking of questions	0	2	0	4	24
Initiation of new topics	0	0	10	12	8
Maintenance of topics	0	0	0	12	18
Interruption of partner	0	0	1	14	15
Use of time speaking relative to partner	0	0	0	8	22

Table 47: Frequency of Occurrence of the Coordination Competence Scaling Anchors

When the students gained more self-confidence and became more comfortable, their speaking rate has changed accordingly. The speaking rate in the pre-test ranged from occasional to frequent variation which was generally comprehensive and non-disruptive to the conversational partners and that was the case for the good students like pair ten, pair two, and pair fourteen. It should be noted that students from pair four were repaired with students from pair fourteen because the latter was a strong one (student A with student A and B with B). This was done on purpose by the researcher-teacher based on the belief that good students can always influence weaker ones and give them a boost to do better and communicate more, which was the case for these two pairs. Pairing a somehow passive student with a more active one can bring about satisfying results, and this was applied by the researcher-teacher throughout the instruction which lasted for a semester. The results of the post-test revealed that the two relatively passive students have improved considerably. Taking coordination aspects as an example, the two students from pair four, when repaired could do better, in the sense that they could elaborate more in the conversation and maintain the topic, they were more responsive to their partners' questions and comments. For

instance, student B from pair fourteen was observed to talk less in the pre-test contrary to the post test (she was again student B in the second pair), the following is an extract from the conversation of the post-test:

A: I was walking this morning, and I saw a refugee begging. It just broke my heart.

B: It was a child?

A: Yes, it was a child. Maybe two years old or three years old. Very young.

B: Yeah. Too bad.

A: Yes. They are supposed to be in our schools, our public schools not out there

B: Yes, of course it breaks our hearts, but they don't have the right to be on our schools or our public schools.

A: Why?

B: I'll tell you why. Because the law says that we should educate our children, not the refugees.

A: Ok. I think that we are Muslim and we are living in a Muslim country. We have to support each other.

B: Yeah. But what would we do if our schools are crowded?

A: Ok, crowded. But this doesn't mean that we can let them live like this.

B: That would depend on their parents actually. They are the ones who are responsible for their children.

A: Sorry. Of course they are responsible, but they have no money, they are refugees, they are coming from another country, and maybe they have no home. They can't kill their children.

B: Exactly, but they should protect them, work for them. Work to make their life better.

A: Sorry, can I interrupt you here. They have to find work you said? If their children can't go to school, how can they find work? Algerians can't find work.

B: Because Algerians nowadays don't accept the hard work. That's why these refugees can find the appropriate work for giving their children the possibility not to be on the street begging.

However, student B somehow failed at using the language of interruption which was, at some point in the conversation, disruptive to her conversational partner and resulted in cutting the thread of her ideas. On the other hand, student A succeeded at using interruption phrases or expressions such as: Sorry, can I interrupt you here? Let me finish my point.

As mentioned earlier, pair ten managed to produce a rather longer conversation in the post-test. They could maintain the topic of the discussion for a longer period of time as they tackled it from different angles. They also could use the language of interruption moderately and respected each other's speaking time as can be observed in the following excerpt:

A: War is the best solution for conflicts between countries, because war makes a country more powerful than another. For example, when a country takes control of another country, it takes its

wealth, the natural resources, the money and all the stuff that can be used in her favour. It's like taking control of that country. Because war is like getting into a fight. A hard one.

B: Yeah.

A: Yes, because winning a war will allow you to be more powerful, more precise.

B: Yes. Well, hmmm. I disagree with that. I think that war is never the solution. Why? Because in this world there are regions, there are certain countries with certain regions, which are rich with certain resources, and who can like share their resources…

A: Can I interrupt you?

B: Yes.

A: Good. You are saying that the country is rich of something and the other one is lacking that thing.

B: Yes.

A: This is why the other countries are using wars to take control of those things. They use war to take all they need.

B: There is something that is called 'common distribution of wealth'. If a country is lacking something why don't they have trade treaties to…

A: (tries to interrupt) let me tell you something.

B: (continues) to exchange things. But they can't really just go to war, because this country has a problem. If it's a territorial problem, I can understand. For example the problem in the Cashmere sector between India and Pakistan.

A: (providing verbal reinforcement) Yes, India and Pakistan.

B: Pakistan thinks that it's its territory, and India thinks the same, and it resulted in sixty years war between them. They are called the enemies brothers because of this.

It is also important to mention that even the students from pair nine have faced some problems mastering some of the previous conversation skill, they could maintain the topic and express themselves more that in the pre-test. Unfortunately, it was a bit hard to transcribe their conversation due to the noise outside the classroom, but for reference check audio track: pair 9, in the CD provided by the researcher-teacher.

VI.4.2.2 The Control Group

Attentiveness

Pairs	Students	Lean towards partner	Nodding of head	Speaking about partner	Speaking about self	Encouragement or agreement	Personal opinion expression	Total	Score
1	A	4	3	4	4	4	4	23	3.83
	B	4	3	4	3	4	4	23	3.83
2	A	1	1	2	2	1	3	10	1.66
	B	2	1	2	2	1	3	11	1.83
3	A	3	3	2	4	2	4	18	3
	B	3	2	3	3	2	4	17	2.83
4	A	5	3	4	5	5	5	27	4.5
	B	4	3	4	4	3	4	22	3.66
5	A	4	4	4	5	4	5	26	4.33
	B	4	4	4	5	3	5	25	4.16
	C	4	3	4	4	4	4	24	4
6	A	4	2	3	3	4	4	20	3.33
	B	4	4	4	4	3	4	23	3.83
7	A	3	4	4	5	3	5	25	4.16
	B	3	4	4	5	3	5	24	4
8	A	1	3	3	3	4	3	17	2.83
	B	4	3	3	3	2	2	17	2.83
9	A	3	3	2	3	3	4	18	3
	B	3	2	3	3	3	4	18	3
	C	2	3	2	3	2	2	14	2.33
10	A	3	3	1	3	2	3	15	2.5
	B	3	2	2	1	3	2	13	2.16
	C	1	1	3	3	3	4	15	2.5
11	A	2	3	3	3	3	2	16	2.66
	B	2	1	1	3	2	3	12	2
	C	2	2	1	4	2	3	14	2.33
12	A	1	2	2	2	3	3	13	2.16
	B	3	3	3	3	2	3	17	2.83
	C	2	3	2	1	1	2	11	1.83
13	A	3	3	3	4	3	5	21	3.5
	B	3	3	3	4	3	5	21	3.5

Table 48: Use of Attentiveness Aspects by the Control Group in the Post-test

Attentiveness	Frequency of Occurrence				
	Inadequate: 1	Fair: 2	Adequate: 3	Good: 4	Excellent: 5
Leaning towards partner	4	6	11	10	0
Nodding of head	4	6	16	5	0
Speaking about partner	2	8	10	11	0
Speaking about self	2	3	13	8	5
Encouraging or agreeing	3	8	13	6	1
Expressing personal opinion	0	5	8	11	7

Table 49: Frequency of Occurrence of the Attentiveness Competence Scaling Anchors

As shown in the tables above, some students in the C.G. were observed to lean more towards their conversational partners, in the sense that their bodies were more oriented towards their partners. This was mainly due to the fact that the students got used to each other, especially that they had related practice throughout the semester. As for the head nodding only seven pairs were observed to use it occasionally as a sign of agreement and interest in what the conversational partner is communicating. It is worth mentioning that these two previous aspects were already mentioned, a couple of times, by the researcher-teacher when giving feedback when the students carried out different role-play activities during the semester. In speaking about partner and encouragement or agreement, some pairs succeeded at involving their partners in the conversation and give verbal reinforcement. For instance group three managed to express agreement using expressions like: Yes, and you're right. But, they were observed to be more involved in expressing their own opinions in a way that they kept interrupting each other excessively, without using interruption phrases or expressions. However, there was more eye contact as they seemed to be more relaxed than in the pre-test. However, it is worth mentioning that when student A from pair

four was repaired with student A from pair six, he made a noticeable progress, in the sense that he could be more attentive and even expressed himself better as shown in the following excerpt from their conversation:

A: What do you think about corporal punishment in schools Sami?

B: I think that this act may create a new generation which is strict, educated, respectable, successful, and that respects the law and the government.

A: Oh. Do you think so? I kind of disagree, because based on the examples that I have seen and of people treated violently in schools. Especially violently, they have been punished physically. They seem that they have some sort of decline in self-confidence, and they aren't very much out spoken or something like that. I think that it kind of like affects their personality, and I don't think that those who have been punished that way will lead a very successful life.

B: I kind of agree with you, but when they are strict educated, they will fear to make any mistake. They will think before taking any step further. So, they think about doing a bad thing, but they remember their education and their punishment, and they know that that thing is wrong, so they won't do it. They will respect the law and everything.

Expressiveness

Pairs	Students	Expressiveness						Total	Score
		Articulation	Vocal variety	Facial expressiveness	Use of gestures	Use of humor	Smiling		
1	A	4	3	4	4	4	4	23	3.83
	B	4	4	4	4	4	4	24	4
2	A	3	2	2	3	2	3	15	2.5
	B	3	2	2	3	3	3	16	2.66
3	A	3	2	2	2	2	3	14	2.33
	B	3	3	2	3	2	2	15	2.5
	C	2	3	3	2	2	2	14	2.33
4	A	5	5	5	5	5	5	30	5
	B	3	3	3	4	4	4	21	3.5
5	A	3	4	3	4	1	4	19	3.16
	B	2	3	2	3	2	3	15	2.5
6	A	2	2	3	3	3	3	16	2.66
	B	2	2	3	3	2	3	15	2.5
7	A	5	5	5	4	5	5	28	4.66
	B	4	4	4	4	4	4	24	4
8	A	2	2	2	1	1	2	10	1.66
	B	3	2	3	3	3	3	17	2.83
9	A	2	2	2	2	1	1	10	1.66
	B	2	3	1	2	1	1	10	1.66
	C	3	2	2	3	2	3	15	2.5
10	A	3	1	1	2	1	1	9	1.5
	B	3	2	1	3	1	1	11	1.83
	C	1	1	2	2	2	2	10	1.66
11	A	3	3	3	3	1	1	14	2.33
	B	2	1	1	2	1	1	8	1.33
	C	2	3	2	1	1	1	10	1.66
12	A	2	1	2	3	3	3	14	2.33
	B	2	1	2	3	3	2	13	2.16
	C	2	2	1	2	3	3	13	2.16
13	A	3	3	3	3	3	3	18	3
	B	3	3	3	3	3	3	18	3

Table 50: Use of Expressiveness Aspects by the Control Group in the Post-test

	Frequency of Occurrence				
Expressiveness	Inadequate: 1	Fair: 2	Adequate: 3	Good: 4	Excellent: 5
Articulation	1	12	13	3	2
Vocal variety	5	11	10	3	2
Facial expressiveness	5	12	9	3	2
Use of gestures for emphasis	2	8	14	6	1
Use of humour and/or stories	9	8	8	4	2
Smiling and/or laughing	7	5	12	5	2

Table 51: Frequency of Occurrence of the Expressiveness Competence Scaling Anchors

At the level of articulation and vocal variety, a few students were observed to have improved especially when their conversation partners were changed by the researcher-teacher. This was done on the basis that when a weak student is paired with a stringer one, the latter can be a source of motivation. That's why students from pair four were paired with students from pair six (student A with student A, and B with B). In the post-test, it was observed that students A from pair four was able to vary his intonation and pitch compared to the pre-test. A shift in his body position was also noticed as he used some gestures as his used his hands more when speaking or explaining a given point. He was also more responsive to what hi conversation partner interacted, especially to her questions and humor. It was observed that his new conversation partner could engage him more in the discussion by trying to ask him different questions (check the audio track: pair 4). On the other hand, the students from group twelve did not make any progress (check audio track: group 12).

Composure

Pairs/groups	Students	Speaking fluency	Vocal confidence	Volume	Posture	Shaking/ nervous twitches	Unmotivated Movements	Eye Contact	Total	Score
1	A	4	4	4	4	4	4	4	28	4
	B	3	3	3	4	4	3	3	23	3.28
2	A	3	3	3	3	3	3	3	21	3
	B	2	2	2	2	3	3	3	17	2.42
3	A	3	3	3	3	3	3	3	21	3
	B	2	2	2	2	3	2	2	15	2.14
	C	3	3	3	3	3	3	3	21	3
4	A	5	5	5	5	5	5	5	35	5
	B	3	4	4	3	3	3	3	25	3.28
5	A	3	3	3	3	4	4	3	23	3.28
	B	3	3	3	2	3	3	3	20	2.85
6	A	3	3	3	4	3	2	3	21	3
	B	2	2	2	3	2	1	3	15	2.14
7	A	4	4	4	4	4	4	4	28	4
	B	3	3	3	3	4	3	3	22	3.14
8	A	2	3	2	3	3	3	3	19	2.71
	B	2	2	3	2	2	2	2	15	2.14
9	A	3	3	3	2	3	2	3	19	2.71
	B	2	3	3	2	3	3	3	19	2.71
	C	2	3	2	3	3	2	3	18	2.57
10	A	3	3	3	3	3	3	2	20	2.85
	B	3	3	3	3	2	2	3	19	2.71
	C	3	3	3	3	2	3	3	20	2.85
11	A	3	4	3	3	3	4	4	24	3.42
	B	3	3	3	2	4	2	3	20	2.85
	C	3	3	3	3	3	2	2	19	2.71
12	A	2	2	2	2	2	2	2	14	2
	B	2	2	2	1	1	2	1	11	1.75
	C	2	2	2	2	1	2	1	12	1.71
13	A	3	3	3	3	3	3	3	21	3
	B	3	4	3	3	3	3	3	22	3.14

Table 52: Use of Composure Aspects by the Control Group in the Post-test

	Frequency of Occurrence				
Composure	Inadequate: 1	Fair: 2	Adequate: 3	Good: 4	Excellent: 5
Speaking fluency	0	10	18	2	1
Vocal Confidence	0	7	18	5	1
Volume	0	8	19	3	1
Posture	1	9	16	4	1
Shaking/nervous twitches	2	5	17	6	1
Unmotivated movements	1	11	14	4	1
Eye contact	2	5	20	3	1

Table 53: Frequency of Occurrence of the Composure Competence Scaling Anchors

There was not much change in the students' speaking fluency. But, some students' vocal confidence was noticed to have changed positively, which is due to the fact that the students got used to each other, they have already dealt with role-play activities and debates, and due to the non-threatening and motivating environment that was provided by the researcher-teacher in order to make the students feel more comfortable and less stressed. But, this has not helped all the students such as the students in groups twelve and ten. Moreover, the students in these two pairs did not manage to control their voice volume levels; the students in group nine occasionally spoke at extremely loud levels. This can be observed when they wanted to interrupt each other in order to argue or express their points of view (check the audio track: group 9). On the other hand, the students from group twelve spoke at a very soft and quiet level, which made it really hard for the researcher-teacher to hear them in the test and to transcribe their recorded conversation (check the audio track: group 12). As the results in the table above show, only a few students maintained a

comfortable posture in accordance with both the partner and the context. However, groups eleven and nine displayed less shaky hands and less unmotivated movement and provided occasional eye, contrary to group twelve.

Coordination

Pairs	Students	Coordination						Total	Score
		Speaking rate	Asking questions	Initiation of new topics	Maintenance of topics	Interruption of partner	Speaking time compared to partner		
1	A	4	4	3	4	3	3	21	3.5
	B	4	3	3	4	3	3	20	3.33
2	A	2	3	2	3	2	2	14	2.33
	B	3	2	3	3	3	3	17	2.83
3	A	2	3	2	3	1	1	12	2
	B	2	2	2	3	1	1	11	1.83
	C	3	2	3	4	1	2	15	2.5
4	A	5	5	4	5	3	5	27	4.5
	B	3	2	3	3	3	3	17	2.83
5	A	3	3	3	3	3	3	18	3
	B	2	2	2	3	2	2	13	2.16
6	A	4	3	3	3	3	3	19	3.16
	B	2	2	2	2	2	3	13	2.16
7	A	4	3	4	4	3	3	21	3.5
	B	4	3	3	3	4	3	20	3.33
8	A	4	3	3	3	3	3	19	3.16
	B	2	3	3	3	3	3	17	2.83
9	A	2	3	3	3	1	2	14	2.33
	B	2	3	2	2	1	2	12	2
	C	3	3	2	3	1	2	14	2.33
10	A	3	3	3	3	2	2	16	2.66
	B	2	3	2	3	2	2	14	2.33
	C	1	2	1	2	2	1	9	1.5
11	A	3	3	3	3	4	3	19	3.16
	B	3	3	4	3	3	3	19	3.16
	C	2	3	2	2	2	2	13	2.16
12	A	1	2	1	2	2	1	9	1.5
	B	2	2	1	2	2	1	10	1.16
	C	2	1	1	2	2	3	12	2
13	A	3	4	4	4	3	3	21	3.5
	B	3	4	4	4	3	3	21	3.5

Table 54: Use of Coordination Aspects by the Control Group in the Post-test

Coordination	Frequency of Occurrence				
	Inadequate: 1	Fair: 2	Adequate: 3	Good: 4	Excellent: 5
Speaking rate	3	12	10	6	0
Asking of questions	1	9	17	3	1
Initiation of new topics	4	9	13	15	0
Maintenance of topics	0	7	17	6	1
Interruption of partner	6	10	13	2	0
Use of time speaking relative to partner	5	9	16	0	1

Table 55: Frequency of Occurrence of the Coordination Competence Scaling Anchors

Asking of questions was one aspect that did not really improve; however, the students were observed to succeed at maintaining their topics of discussion. Almost all the students focused on expressing their own thoughts and giving their own opinions rather than question the others' or trying to engage their partners by asking relevant questions or making follow-up comments in order to facilitate the conversation. This has resulted in frequent, disruptive interruptions and not giving the speaker the chance to finish his grammatical sentence. This means that they did not respect each other's turns and speaking time. This can be observed in the following excerpt from the conversation (about video games) produced by group three:

A: Like he is building his own world without getting in touch with the society. He is wasting his time without studying and…

B: (interrupts) it has a harmful…

C: (interrupts) and a bad effect.

A: (continues) on the health. Physical and mental...

B: (interrupts) on both sides

C: Yes, on both sides. For example mental diseases. Watching video games will kill all the cells in the brain, and it harms his eyes, and he will be more…

A: (interrupts) he becomes lazy.

Pair four provided a better example, especially that student A kept encouraging and engaging her partner to speak by asking him question which were suggestive of insights, and at some level she even insisted on hearing his opinion. The following is part from their conversation about corporal punishment in schools:

A: What do you think? Is that valid?

B: Yes, it's a very solid argument. You beat me with this point.

A: But what do you think? Do you have anything to add?

B: Just like I had a friend who had a strict education. He was kind of punished in the school and also in the house. But now he is successful, he has a good job. He can everything he wants even though he had a strict punishment. He didn't do anything wrong. Even the strict education helped him to plan everything and every step that he has to take.

VI.5 Overall Analysis of the Results

In the pre-test, the students in the C.G and the Exp. G were observed to have more or less the same weaknesses in terms of conversational skills. Introducing the Exp. G to the different conversational aspects and giving them the opportunity for ample practice has given its fruits in the post-test, and the students improved at so many levels regarding conversation skills. In the post-test, they displayed more proficiency in handling their conversations, and the succeeded at employing the majority and sometimes all the conversational aspects and techniques, which made their conversations sound more natural. On the other hand, the students of the C. G. were unable to project proficiency at so many levels as the results revealed. However, some of them could display some progress in terms of **speaking about self, personal opinion expression, vocal confidence, shaking and nervous twitches, eye contact, and maintenance of topics.** In speaking about self and personal opinion expression, some students could express and explain their points of view more than in the pre-test, which helped in maintaining the topic of the conversation through providing extensions and making related follow-up comments. However, they seemed to be rather involved in sharing their own thoughts than trying to question their partners'. Because of this, they continuously interrupted each other without respecting their partners' turn and their speaking time, and they would barge in talking without using any interruption phrases or expressions, or body movements, which was completely disruptive. As for vocal confidence, some students could speak in a less monotonous manner with occasional variations, and displayed less shaky hands. In the pre-test, the majority of the students frequently displayed shaky tones and sometimes spoke at very soft levels, but in the post-test a few could gain more self-confidence and their vocalizations were, more or less, characterized by being calm and composed, and spoke at audible and comfortable levels. Some other students failed at this and spoke at a very loud level especially when giving

arguments and interrupting their conversational partners. Eye contact was one of the conversational techniques that was somehow problematic in the pre-test. Some students would frequently avoid eye contact, and some others would exhibit fixed or continuous eye contact with their partner. In the post-test, a few students were observed to improve and provide frequent eye contact, but of brief duration both during turns of talk and at points of turn relevance. The progress made at the level of the previously mentioned conversational aspects was due to the practice the students had throughout the semester. They mainly dealt with role-play activities, debates and discussions, and some presentations, but no specific conversational or discussion and debate techniques were introduced. Another factor is the environment provided by the researcher-teacher, which gave most students a sense of security and confidence, and helped them in lowering the stress level and made them feel more comfortable to express themselves. This has proved that the psychological consideration of the students' feelings by the teacher can play a huge role in improving their performance at some levels. Providing a non-threatening and a motivating environment, and making learning a fun task can bring about positive changes to the learners' progress. However, this aspect alone cannot be enough to guarantee the success in mastering a given skill. An organized, and well-defined instructional program is necessary. It is crucial to define which skill or skills the students need.

Conclusion

This chapter has reported on an experiment which was conducted to test our first hypothesis. The obtained results validate this hypothesis. On the basis of the pre-test results, the absolute majority of the students were found to be unaware of the conversational techniques and skills. The post-test results have shown the positive impact of teaching conversational skills and

aspects, and the positive effects of using a pre-defined and organized syllabus to teach them. Provision of this experiment has resulted in significant progress. The supplied instruction has helped the majority of the students in the Exp. G have become aware of the various conversational skills, aspects, and techniques, and to make use of most of them which they did not apply in their pre-test performances. It has also served to reinforce the aspects that the students were already aware of before the application of the designed syllabus, as they were able to use them more frequently in the post-test. The conducted experiment has also proved that following a pre-defined syllabus which is based on the students' needs, contributes to the students' progress and the success of their learning process. An organized syllabus provides clear-cut insights about the students' interests from which its main objectives are derived. This was again reflected in the results obtained by both the Exp. G and the C. G. the instruction of the former was based on a pre-defined list of conversation aspects, techniques and skills, which was later developed into varied lessons to achieve particular objectives in order to meet the students' needs. The instruction of the latter was more or less random, based on a number of tasks and activities intended to make the students speak with a focus on conversations and discussions, but without specifying objectives to acquire given conversational aspects or techniques. That is why the only aspects that the students could improve were mainly related to the psychological factor, which primarily helped in boosting the students' self-confidence.

Chapter Seven

Pedagogical Implications and Recommendations

Chapter Seven

Pedagogical Implications and Recommendations

Introduction

This chapter deals with the main implications of the present study. Basically, it provides some insights into the importance of adopting eclecticism in teaching Oral Expression and in designing its syllabus at the Department of Letters and English Language, University of Mentouri. It also suggests that teachers should be given the opportunity to play the role of decision makers and syllabus designers. Moreover, the issue of providing teacher training programs will be highlighted. This chapter also aims at throwing some light on the necessity and the advantages of teaching conversation skills or talk-as interaction. The recommendations expressed in this chapter are also meant to bring the teachers' attention to the importance of the students' contribution to the selection of the syllabus and the implementation of technology as a teaching aid. In addition, developing teaching materials and using extra activities is proposed and discussed as an option to compensate for the lack of teaching materials.

VII.1 Importance of an Eclectic Approach to Teach Oral Expression

The theoretical insights of the present work imply that principled eclecticism should be adopted to teach Oral Expression. According to the findings of this research, teachers of Oral Expression at the Department of English implement different approaches and methods in a random and heterogeneous manner. Implementing principled eclecticism and selecting the more appropriate aspects from each of the EFL teaching methods and approaches to teach this module

will make the teaching process more unified among teachers of the same module, which will be reflected in the learning outcomes. As it was already mentioned in section 1.5.1, unlike eclecticism as such, principled eclecticism makes it possible for teachers to select the suitable methods according to the context and the students' needs. Applying a variety of procedures and methods will result in a less monotonous context, thus avoiding boredom and demotivation of the students. According to Weidman there are many positive aspects of eclecticism which serve as an argument for its use by teachers. It provides teachers with a variety of alternatives and keeps them from being always satisfied with their teaching practices. Instead, teachers will always be willing to try out new techniques and research into their underlying theories, which will help widen and improve their views about language teaching and learning (9). Also Brown asserts that:

> … method, as unified, cohesive, finite set of design features, is now given only minor attention. The profession has last reached the point of maturity where we recognize that the diversity of language learners in multiple worldwide contexts demands an eclectic blend of tasks, each tailored for a particular group of learners, in a particular place, studying for a particular purpose in a given amount of time. (39-40)

In addition to the necessary knowledge about the theoretical background of each method, there are five main characteristics that a teacher should take into consideration for a successful implementation of an eclectic method (see section 1.5).

VII. 2 Importance of Designing an Oral Expression Syllabus

Providing a well-defined syllabus will give teachers and learners a sense of continuity, organization and unity at both the teaching and the learning processes. The selection of the content has to be based on a careful consideration of the students' needs and interests. Also, a

knowledge about the different types of syllabuses helps in making well-informed decisions about which one or ones to adopt, and which one or ones may fit within a particular context and help in achieving specific objectives. Within the syllabus, different methods should be followed to deliver the content. These EFL methods are the ones already discussed in the first chapter of the present research: Grammar Translation Method, Audio-lingual Method, Direct Method, and Communicative Language Teaching. However, it is always possible for teachers to agree on incorporating other methods or techniques, whether new or old, as long as they see them suitable and useful. Teachers should be restricted to the same content of the syllabus and apply the same methods and instructions suggested for its application. Determining a set of methods, does not necessarily limit the teachers' possibility to be free within their teaching practice; however, they will have a lot of freedom in choosing the appropriate techniques, and procedures that are related to those methods in order to accomplish the lessons' goals and meet their students' interests in several ways. It is true that teachers differ in their ways of delivering lessons and contents, but being provided by a set of instructions and different EFL teaching methods gives a sense of guidance and may make their teaching practice more varied.

All this is summarized in the title of this thesis: "Towards a Freer Teacher of Oral Expression within a New Integrated Approach: The Case of second Year BA Students, Department of Letters and English Language". First, teachers of Oral Expression are not free, although they are rather random in their teaching of this module. They should be free but within the limits of a pre-defined syllabus, and a number of selected methods and approaches. Their freedom will be exercised in choosing the appropriate techniques, tasks, and activities for instruction and in selecting the appropriate content to teach their students what they need and want to learn when designing a syllabus together. This implies that teachers will be given the

chance to be syllabus designers as they are the ones who know best about their students. This calls for the need to organize a teachers' committee at each level to discuss the selection, gradation and application of their designed syllabus and to set the objectives that need to be achieved by the end of each semester. The administrative staff should also be in charge of scheduling such meetings, providing expert assistance, and reviewing the overall content for pedagogical feedback and integrity. Thus, giving teachers the chance to play the role of decision makers and syllabus designers will make them free in their teaching but in a well-organized and unified manner.

Assessment and testing are an integral part of syllabus design. That is why it is necessary to determine a unified method to evaluate the students' progress and test the acquisition of the targeted skill or skills. Teachers, as decision makers, can define the criteria on which their evaluation will be based. They may create a detailed scoring rubric, which they all agree upon and that reflects the objectives set for the designed program. The Conversational Skills Rating Scale or the CSRS is an example of a scoring rubric that is meant to evaluate the students at the level of interactional skills.

VII. 3 Teachers as Decision Makers and Syllabus Designers

In the present research, it has been observed and proved that teachers of OE at the Department of Letters and English are the ones who get to decide on what to teach in their classes and deliver completely different contents, based on the fact that there is no compulsory syllabus available. That is why it is necessary to create a committee for teachers who teach the same level/year. By creating such a committee, teachers are supposed to play the role of the decision makers and syllabus designers, but in a more organized and coherent way. At the beginning of each year, teachers should firstly study and analyze their students' needs and interests. After that,

a teachers' pedagogical forum has to be organized, during which the content (WHAT) and the methods and techniques to be used (HOW) have to be decided. In this way, a homogeneous and well-defined syllabus, targeting well-determined objectives mainly based on the students' needs and interests, can be designed. For this task to be efficient, teachers need to receive training.

VII.4 Pre-Service and In-Service Teacher Training Programs

In order for teachers to make more sensible decisions to design the syllabus and to be more efficient in their teaching practices in general, both pre-service and post-service teaching training programs are recommended. Teacher training should be compulsory, not only for full-time teachers (in-service training), but also for PhD students who are assigned to teach as part-time teachers (pre-service training). For teachers to make more reliable decisions on what to teach and how to teach it, The Department of Letters and English needs to provide such programs continuously to prepare teachers both psychologically and professionally. In such programs, teachers are supposed to learn about the different teaching methods, approaches, and techniques, their underlying principles and how to relate them to the context and the objectives of teaching. Moreover, teachers will become aware of the various roles they can play in their classrooms and will be able to make the right decision about the roles they should adopt. Also, teachers will always be updated on the latest trends in language teaching. Classroom management is another aspect that teachers need to learn about, especially that teachers are often obliged to deal with over-sized classes. In such cases, teachers need to learn some techniques on how to manage such classes and to know about the tasks and activities that work successfully in such situations, and how the classroom layout should change to accomplish different activities so all students will be engaged and able to participate. Time management is a related aspect, which will make teachers able to achieve the assigned goals and tasks on time before the final assessment is due. Moreover,

when a teacher knows how to accomplish tasks within their allocated time, this will give learners ample opportunities for more practice and keeps teachers on track. Time can be well-managed when there is a detailed lesson plan that defines the necessary time for each stage and every activity. So, lesson planning is crucial for effective application of the syllabus content, and it makes the learning and the teaching processes much more coherent. It also helps teachers stay focused on the objectives set for each activity and serves as a reminder of how to organize and prioritize tasks throughout the lesson's stages. When there is a lesson plan, even students can sense it as it is usually reflected in their teacher's confidence and well-performance in delivering the lesson, and they can notice that in how the teacher times and links between different lesson stages. When the teachers are trained and well-aware of what teaching entails, all that knowledge will help them make sensible and reliable decisions on what to teach and design their own syllabus that accommodates the students' learning objectives and expectations. The teachers and the quality of their teaching determine, to some extent, the success of their learners.

VII. 5 Conversational Skills (Interactional Skills)

It was already mentioned that in their first year studying English at the university, the experimental group students' reported that they were introduced to aspects of talk as transaction. The decision of their first year teacher may be considered as sensible, because this type of talk is easier to grasp and acquire than talk as interaction as it is more complex (see section **II.4.1** and section **II.4.2**). Teaching transactional talk involves, mainly, the acquisition of a number of fixed expressions and routines related to giving and receiving information or obtaining goods and services. While interactional talk is governed by a number of inexplicit rules as the development of the interaction depends not only on the social situation but also on the participants involved, their attitude, body language, status, the relationship between the participants and so on.

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Moreover, it necessitates the mastery of a number of related aspects such as making small talk, back channeling, opening and closing conversations, keeping a conversation going, shifting topics and so on. That is why it is recommended to introduce transactional talk in the first year and interactional talk in the second one considering the level of difficulty each one entails. For third year students, the two types can be revised and practiced in more elaborated ways in addition to introducing talk as performance. The latter will be a preparation for the students' future oral presentations, viva, and seminars or conferences. Another reason for the importance of teaching students interactional talk is that the students' main aim behind learning the foreign language is to become successful communicators and acquire the ability to interact in different social situations in the target language. It helps the students acquire different skills, not only linguistic skills but also social ones. They will learn how they should act and react, according to the context of the situation in which they are involved, to the participants, the topic of discussion, social status and so on. It is according to those factors that both verbal and non-verbal behaviors are determined. So, students will learn to manage their language and physical behavior. The latter is a very crucial aspect in teaching conversation or talk as interaction, because it constructs 80% of human communication which includes facial expressions, eye contact, body posture, use of space, hand and eye movements, and gestures. In addition to all those skills, students will develop their cultural awareness and intercultural competence. To become a successful communicator, it is necessary to acquire Intercultural Communicative Competence which entails understanding both one's culture and the others' culture. For instance, when introducing small talk as one of the interactional aspects, students are introduced not only to the language and expressions that should be used but also to the various small talk topics that are considered appropriate in one country, but inappropriate in another. The same goes for body language such as gestures and personal space rules and etiquettes, which vary from one country to another.

Finally, teaching interactional talk maximizes the Students' Talk Time and minimizes the Teacher's Talk Time. The students will get more opportunities to express themselves and practice their interactional skill in a learner-centered environment.

VII.6 Students' Contribution to the Syllabus

It is recommended to give the students a chance to contribute into their learning process. This can be done by asking the students to suggest further related activities, tasks or games that may promote their learning. This is a very motivating task as this was proved in the present research. After studying the students' needs, a lesson entitled 'Learning Styles' was planned. As a part of this lesson, the students were set into groups of three, and they were asked to suggest tasks and games to learn and improve vocabulary, grammar, speaking skills, and listening skills. The students were given cards to fill in with their ideas as related to each category, then two groups were allowed to test selected tasks and games with their classmates. By the end of the lesson, the cards with the names of the groups on them were taken by us; then, the students were told that in each class one of the groups would be given the opportunity to practice them with their classmates by the end of one of the lessons. Doing this can boost their self-confidence, develop responsibility for their own learning process, and trust their teacher more. This was the case for the students in this research. Giving them this opportunity develops their creativity and initiative to create a motivating learning environment. After all, the designed syllabus or curriculum is meant to satisfy the students' needs and interests and to prepare them for their future jobs or careers. Researching the students' interests or suggestions for what they really need to learn can be done through questionnaires, interviews, or simply by formally meeting students' representatives. Taking the students' opinions and suggestions into consideration opens doors for integrated, modern, interactive methods of teaching and learning,

and leads to the development of a need-based and student-centered syllabus. Finally, considering the students ideas and making them aware that their contribution is highly valued, develops their autonomy and empowers them to take responsibility for their learning.

VII.7 Technology in the Classroom

Incorporating technology in the classroom can serve as a great asset in teaching and learning. Nowadays, students are exposed to technology more than ever. It can be observed that students are greatly attached to their phones. So, if the latter are used correctly, teachers can make of them useful devices that promote the learning process and ease the teaching practice. For instance, it is more practical to install a version of a monolingual or even a bilingual dictionary on the phone, instead of requiring the students to carry their dictionaries around all the time. Moreover, with the tremendous technological advancement, a vast variety of applications is available for both the students and the teachers from which to benefit. Depending on the objective set in a syllabus, and on the skills that need to be acquired, the teacher can select and recommend a number of useful applications that might make the acquisition process easier, and learning more engaging and more entertaining. This way, the traditional and passive learning will be replaced by what attracts the students' attention and interest. However, for this to work effectively, it is crucial to make sure that the department's network infrastructure is functional and efficient. Providing a secure Wi-Fi network is necessary for a beneficial and a better usage of the gadgets available, either the ones owned by the students or the department such as computers in the laboratories. Moreover, access to the internet helps keeping the teachers and the students in contact. For instance, Blackboard is a platform that creates a virtual learning environment and a course management system that enhances both teaching and learning. The faculty should just create an account and invite all the students to do so, in order to provide them with all the

necessary and even extra resources and materials needed to accomplish the learning and the teaching goals. Moodle is another learning platform of course and learning management that is free and can be employed by the faculty by creating a private website that serves both the learners and the teachers. Flipped Classroom is another method of teaching that mainly depends on technology. It entails sharing course content online in the form of videos that are usually recorded by the teacher, in which he explains the lesson. After the students watch the video, they can be involved in related discussions about the content of the video. The classroom time will be devoted to the practical part of the introduced lesson, focusing more on the learner rather than the teacher's explanation and lecturing. In such a learner-centered environment, the students get the chance to dig deeper in the topic introduced and learn more about related concepts.

Computers are among the technological tools that are available ate the Department of Letters and English but almost all of them are out of service. Making use of computers during the lab sessions to teach Oral Expression will bring about satisfying results in terms of teaching and more importantly learning. According to Brown, applying Computer Assisted Language Learning (CALL) in the language classroom should be considered for the advantages that Warschawer and Healey listed:

1. multimodal practice with feedback
2. individualization in a large class
3. pair and small group work on projects, either collaboratively or competitively
4. the fun factor
5. variety in the resources available
6. exploratory learning with large amounts of language dada
7. real-life skill building in computer use (143).

For teachers and learners to benefit from the use of computers in the classroom, Brown suggests a number of ideas such as collaborative projects in which the students or the learners can

either work in groups or in pairs. They can make use of the internet in order to gather data and then analyze it using the programs and software available. In the end they can include necessary graphs, charts, and texts to prepare the presentation of their conducted research. Moreover, peer-editing of the students' compositions can be done by using e-mails, which can be used by both the students and the teachers to share their writings or assignments, review them, and provide feedback and comments. Computers can also be used to reinforce classroom materials by providing a large variety of resources such as books, audio tracks, videos, pictures, software programs, dictionaries and so on (144).

VII.8 Teaching and Learning Materials

The availability of teaching materials is necessary for the success of both teachers and students. Instructional aids and materials are meant to facilitate teaching and promote learning. Selecting and providing materials is a part of syllabus design, because they need to be tailored according to its objectives. These may include worksheets, videos, audio tracks, pictures, and so on. These types of materials should be selected or can even be created by teachers/syllabus designers. Further teaching resources like books, magazines, encyclopedias…etc. should be at the teachers' disposal as references, which will also make the teaching repertoire or gallery rich and vast, especially for those who would like to be more innovative by adding extra activities to back-up their lessons and to create a motivating environment and boosting the students' knowledge. According to Nunan, when there is access to authentic data or resources such as videos by native speakers, a teacher might start off creating the materials by following these steps: 1) selecting a topic, 2) collecting aural or written texts, and 3) creating activities and tasks which target the students' needs (216). Now, with the technological advancement, authentic data and resources are available in large amounts. Just with one click, teachers can download loads of

authentic videos, audio tracks, or text that fit the objectives they set for the syllabus and meet their students' needs and interests. Once authentic data is available, tasks, activities, and practices can be created.

VII. 9 Extra Activities

Education should not be limited within the four classroom walls; it is more than just lessons, tasks, homework, and tests. Organizing reading clubs, students' magazine, debate clubs, competitions, workshops and coffee talks with the groups is very beneficial for the students. Such activities will primarily encourage the students to develop their social skills as they will get the opportunity to meet and communicate with other students from other groups, but in a more professional and organized context. Another advantage of extra-curricular activities is learning and developing many skills depending on the aims of each activity, and even providing chances to improve skills already introduced in the classroom. Moreover, students will learn how to be more committed and responsible for their won learning, boost their self-esteem and self-confidence as they will mingle with other students and make new acquaintances, and learn about the importance of teamwork. Moreover, students usually study Oral Expression only three hours per week. Thus, students do not have sufficient time and opportunities to practice their language within the academic setting, especially that it is the only setting where they are exposed to the foreign language. Scheduling such extra activities will motivate students to learn, to practice their language and ameliorate their speaking and communication skills.

VII. 10 Limitations of the Study

The present study has faced a number of obstacles and limitation. The most prevailing problem was related to teaching materials, the lack of which was one factor in assigning one of

the groups as experimental and the other as the control group. The latter's laboratory session was held in one that was out of service (lab.114), where all the PCs were not functioning. A related problem is the lack of speakers, as there is only one pair available in the Department of letters and English which are not even loud enough for the learners who frequently complained about this. Noise is another huge problem. The noise, coming from the corridors or the neighbouring classrooms, hindered the clear quality of the recordings during the tests and the listening activities. There is also only one projector available in the Department of Letters and English, and most of the times the students were unable to get it for their presentations. We have also been unable to do for some lessons. Another obstacle that faced us was the selected Oral Expression teachers' refusal to apply the syllabus or at least a part of it for the sake of the conducted research. Their main reasons were that it would be time consuming to grasp what the syllabus is all about and understand how to apply it, and that they would rather stick to whatever content they chose to introduce to their students claiming that they do not like to be restricted by a particular content when teaching this module. One more obstacle was the students' shyness that prevented the researcher-teacher from videotaping them during the pre-test and the post-test, which would have made it easier to analyze the produced conversations instead of having to take notes about their performances (especially their body language) while interacting for accurate scoring.

Conclusion

Based on what has been theoretically and empirically found in this study, it is recommended that designing a syllabus to teach Oral Expression is crucial as it will result in enhancing and organizing the teaching and the learning processes. Moreover, adopting an integrated/eclectic approach in designing the syllabus and in teaching will provide a richer

teaching program, and a more motivating and engaging learning environment. It is also recommended to introduce talk as interaction, which has proved to be worthwhile in enriching and improving the students' communicative skills. More profound research in syllabus design and in the other two types of talk (talk as transaction and talk as performance), is required. Further studies and consideration of talk as transaction and talk as interaction will be valuable in creating syllabuses for the Oral Expression module, from which the students will benefit considerably.

General Conclusion

The current study has been conducted to investigate the teaching of Oral Expression at the Department of Letters and English Language, University of Constantine 1, and the teachers' awareness and knowledge about different teaching methods and approaches. Throughout the present work, the major concern has been the coherence and the homogeneity in the teaching of this module to second year BA students, and the availability of a precise and common syllabus to teach it.

We have hypothesized that, if teachers of Oral Expression followed a pre-defined and common syllabus, their teaching process would be more coherent, and the students would achieve homogeneous results. We also hypothesized that, if students were introduced to aspects of interactional talk, their interactional skills would improve, and they would be able to produce more natural interactional output.

In order to verify the above hypotheses and answer the research questions, data have initially been gathered by means of a teachers' questionnaire, classroom observations, and a teachers' interview. The teachers' questionnaire has been administered to Oral Expression teachers. The findings have answered the five first research questions. First, it has been revealed that the teachers are completely free in their teaching methods and approaches. Second, it has been confirmed that there are no teacher training programs available for the teachers at the Department of English. As a result, the majority of the teachers have been found to be unaware of the different teaching methods and approaches and their underlying principles. The classroom observations and the teachers' interview have been meant to answer the rest of the research questions, and to verify the first part of the first hypothesis. It has been confirmed that Oral Expression Teachers of second year BA students, adopt utterly different methods and introduce completely different contents to their students, which is due to the

unavailability of a pre-defined and common syllabus. Regarding the first hypothesis, the findings have been in line with its first part which suggests that, 'if teachers of Oral Expression followed a pre-defined common syllabus, their teaching process would be more coherent'. It has been proved that the teaching process is completely incoherent as they deliver unrelated and completely different contents, which is due to the absence of a precise syllabus to teach this module. For this, a students' needs analysis has been conducted with two groups of second year BA students, as a first step towards the creation and design of a syllabus. Based on the findings, which showed that the students most expressed need is to become successful communicators in the target language, an integrated and an eclectic syllabus to teach interactional skills has been designed. Thus, in order to confirm the rest of the first hypothesis, and to verify the validity of the second one, an experimental design has been conducted. The findings have been aligned with the hypotheses. As evidenced by the pre-test results, the students in the Exp. G and those in the C G have been found to be unaware of the majority of the interactional skills, which has been reflected in their interactional output. However, after receiving the instruction and being introduced to the syllabus content, the Exp. G have demonstrated remarkable improvements in the post-test results. The absolute majority of the students have achieved homogeneous levels of interactional skills acquisition. They have become aware of the various interactional aspects and techniques, and they have been able to employ them successfully in their interactions, which has sounded more spontaneous and natural. On the other hand, the C.G has not recorded any significant improvement in their interactional skills compared to the Ex. G.

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Teachers' Questionnaire

Dear Teachers,

This questionnaire is needed as a tool in a research work. You are kindly requested to answer it by ticking the appropriate answer or making a full statement if necessary. Your contribution will be highly appreciated. Your answers will be strictly confidential.

Section 1

1. Educational qualification

   BA ▢   **MA** ▢   **PhD.** ▢

2. Total years of teaching experience

Less than five Years ▢   Five to ten years ▢   More than ten years ▢

Section Two: Teacher Training

3. As an EFL teacher, have you received any training in ELT?

   Yes ▢   No ▢

4. Are you given any opportunities to be trained at the Department of English?

   Yes ▢   No ▢

5. Do teachers need to be trained before and even during their teaching career?

   Yes ▢   No ▢

Justify your answer:

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Section Three: Teaching Methods

6. Do you comply with a specific method at the department of English? If yes, which one?

   Yes ☐   No ☐

7. What method (s) do you use to teach the Oral Skill?

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……………………………………………………………………………………………………
……………………………………………………………………………………………………

8. Which of the following features belongs to which teaching method or approach? Circle the appropriate method/approach.

(ST: Structural, GTM: Grammar Translation Method, Audio: Audio-lingual, CLT: Communicative Language Teaching)

- Oral language comes before written language.

   ST   GTM   Audio   CLT

The teacher is the model; he creates the situation and teaches through questioning and eliciting the learners' answer.

   ST   GTM   Audio   CLT

- Use of L1 is forbidden.

   ST   GTM   Audio   CLT

- Students are expected to interact with the language system.

   ST   GTM   Audio   CLT

- Teachers play an authoritarian role in the classroom and the predominant interaction is between teacher-student.

   ST   GTM   Audio   CLT

- Language learning is a habit formation.

   ST   GTM   Audio   CLT

- Students are expected to deduce word meaning from context without translations or explanations in the mother tongue.

  ST   GTM   Audio   CLT

- The basic teaching unit is the sentence.

  ST   GTM   Audio   CLT

9. Categorize the following methods/approaches as either communicative or structural. Check the appropriate column.

	Structural	Communicative
Audio-lingual Method		
Direct Method		
Grammar Translation Method		
Oral Approach		

10. What is eclecticism or an eclectic approach?

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11. Which language teaching methods from the ones mentioned in question eight would you employ in following disciplined eclecticism to teach the oral skill?

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12. What is your attitude towards eclecticism? What do you think are its dangers and what are its assets?

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………………………………………………………………………………………………
………………………………………………………………………………………………

13. How do you describe your role in the classroom?

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………………………………………………………………………………………………
………………………………………………………………………………………………

14. What is the learner's role?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

15. Do you usually research your students' needs and objectives?

Never   Rarely   Sometimes   Always

16. How do you research you students' needs and how can you meet them?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

Thank you for your precious time ☺

Classroom Observation Report Form

Class n°: ….

Time: ….

Room: ….

Date: …..

The classroom observation report covers the following points:

- Teaching methods and the different activities and tasks implemented in the classroom.

- Teachers' and the students' attitudes and interaction.

- Content introduced to the students.

Observation Report:

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Homework

Read the following words:

| æplɪkeɪʃn̩ | | bʌtn̩ | | taɪp | nəʊ | | əmerɪkən | | sɪlekt | | levl̩z | | sentər | | stress | | kiːp | | ʃəʊ |

| ɪmpɔːrtnt | |fɜːst| | n̩iːd | |ɪntrədjuːs| | sɪmbl̩z | |hɪə | |naɪs| | dɪzaɪnd| |klæsruːm | |meɪd | |blæk|

|waɪt| |sentəns| |læŋgwɪdʒ| |pɔɪnt| |lesn̩| |peərz| |raɪt| |prəʊses| |ɪnvɒlv| |fiːtʃərz|

Read the following sentences:

sʌm ˈstjuːdnts ˈlaɪk tə ˈstʌdi ɪn ðə ˈmɔːnɪŋ / sʌm ˈstuːdənts ˈlaɪk tə ˈstʌdi ɪn ðə ˈmɔːrnɪŋ

wen hi ˈhændəd ɪn hɪz ˈhoʊmwɜːk | hi fərˈget tə ˈgɪv ðə ˈtiːtʃər ðə ˈlæst ˈpeɪdʒ

wen hi ˈhændɪd ɪn hɪz ˈhəʊmwɜːk | hi fəˈget tə gɪv ðə ˈtiːtʃə ðə lɑːst peɪdʒ

ðɪs ɪz ən ɪntrəstɪŋ elɪmentəri skuːl edʒʊkeɪʃn̩əl geɪm

ðɪs ɪz ə niːt saɪt ðæt wɪl trænˈskraɪb ˈɪŋglɪʃ teksts ˈɪntə fəˈnetɪk trænˈskrɪpʃn̩z ɪn ði ˌɪntəˈnæʃn̩əl fəˈnetɪk ˈælfəbet

Appendix C

Teachers' Interview

Question 1: What method(s) do you use to teach this module?

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………………………………………………………………………………………………
………………………………………………………………………………………………

Question 2: Do you study your learners' needs? If yes, of which needs are you aware?

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………………………………………………………………………………………………
………………………………………………………………………………………………

Question 3: If the answer is yes, what do you do to meet those needs?

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………………………………………………………………………………………………
………………………………………………………………………………………………

Question 4: Are you provided by a syllabus to teach this module?

        Yes ⬭   No ⬭

Question 5: Do you plan your lessons?

        Yes ⬭   No ⬭

Question 6: list (in order) the ten first lessons you teach in the first semester in your Oral

       Expression classes.

1. ………………………..
2. ………………………..
3. ………………………..
4. ………………………..
5. ………………………..
6. ………………………..
7. ………………………..
8. ………………………..
9. ………………………..
10. ………………………..

Appendix D

Topic Lists Provided by the Teachers in the Interview

List One

X Suggest a 90 minutes lesson plan for your class on conversational skills or discussion skills or choose any other speaking skill that you would like your learners to develop.

- List (in order) the 10 first lessons you taught in the first semester in your Oral Expression classes

- taboos (single Mother).
- Divorce.
- Marriage
- Friendship
- Satanism.   Satanism.
- Racism.
- Rosa Parks
- living in a Foreign country
- Algerian Traditions (:)
- Politics in Algeria.

List Two

- List (in order) the 10 first lessons (titles) you teach in the first semester in your Oral Expression classes?

1. Expressing opinions
2. Agreeing and disagreeing (in English)
3. Proverbs
4. Idioms
5. Vocabulary - building session : Describing peop
6. ↳ ↳ = : Tools (Game)
7. Asking Favours / Making Requests.
8. class debates = choice of topics.
9. Yes / No questions (Game) = Question for
10. Quizzes to develop fluency and Vocabule

List Three

- List (in order) the 10 first lessons (titles) you teach in the first semester in your Oral Expression classes?

It depends (Master II presentations)(3rd year topic discussions)

1. General Culture
2. Students & University
3. Food
4. Social Media
5. Autism
6. Astronomy
7. Relationships (boyfriend vs Girlfriend)
8. Corruption
9. Music
10. Fashion

I want to learn English because …

Language level: Elementary (A1)
– Intermediate (B1)

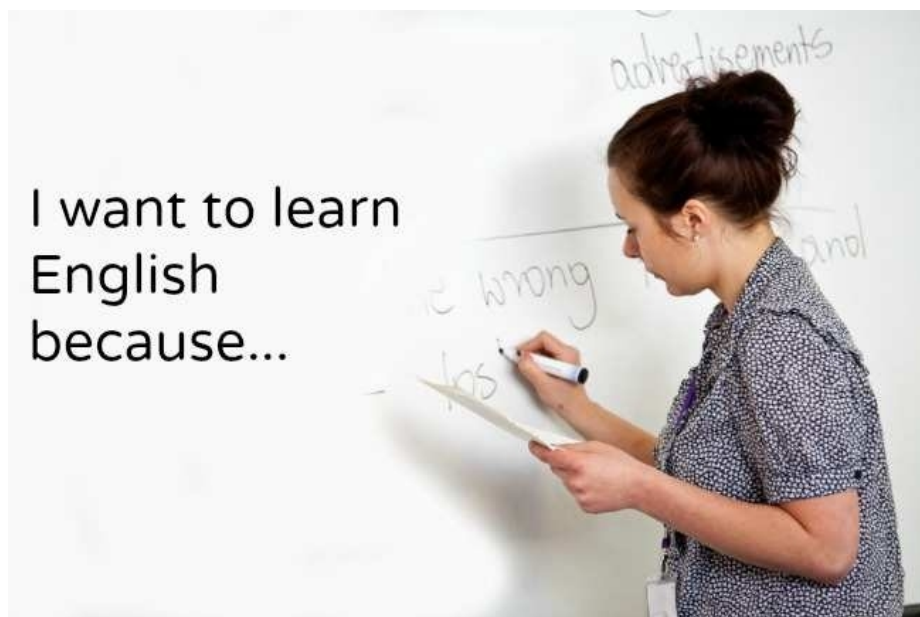**Learner type**: Teens and adults

Time: 60 minutes

Activity: Watching a short
video, speaking and writing

Topic: Learning a language

Language: Infinitive to express
purpose, vocabulary related to reasons
for learning a language

Materials: Short video

Overview

This EFL lesson is designed around a short video commissioned by OUP to promote their Q: Skills for Success series. In the lesson students talk about their reasons for learning English and what they want to do with English in the future. They also watch a short video and answer comprehension questions.

Step 1

Write the following question on the board:

Why do people learn a new language?

Give a couple a couple of examples such as:

Because they want to get a good job.

To be able to communicate when they travel.

Step 2

Pair the students and ask them to come up with as many reasons why people learn a new language as they can in three minutes.

Step 3

Get feedback from the whole class and discuss why people learn a new language.

I want to learn English because

Step 4

Tell the learners they are going to watch a short video in which they will see and hear three student explaining why they are learning English. Their task is to try to understand each student's reason for learning English. Show the video and pause at 00:41

Link:

https://www.youtube.com/watch?v=1YQF_VkzuDU

Step 5

Check your students' answers.

Student 1: "…because it will help me succeed at school.

Student 2: "…to make my family proud."
"…to graduate from college."

Student 3: "…to get a good job."

Step 6

Ask the learners to tell their partner why they are learning English.

Step 7

Hold a plenary session and discuss the different reasons students have for studying English.

Step 8

Tell the students that the three learners in the video were asked a second question:

What do you want to after this course/in the future?

Tell your students they're going to watch the learners answer the question; their task is to try to understand their answers.

Show the video from 1:15 and pause at 1:48

Step 9

Check your students' answers.

Student 1: "Maybe, one day, I would like to teach, too."

Student 2: "Maybe I'll keep going and get my Master's degree."

Student 3: "I know I will go far. I fell much more confident in my ability to communicate."

Step 10

Point out to your students how the learners use *would like* and *will* to express future desires.

Step 11

Ask your students to think about the following questions:

What would you like to do after this course has finished?

How will your English have improved after this course?

What will you be able to do with your English that you can't do now?

Put them into small groups and ask them to discuss the questions.

Step 12

Hold a plenary session based on the three questions and discuss what your learners want to do after the course and how their English will have improved.

Homework

Ask the learners to visualise how they see themselves using English at the end of the course. They write a composition in which they explain how their English has improved and how they are able to use it.

I hope you enjoy the lesson.

Topic 1: Children and Technology

Student A: You are at the playground with your little sister or brother when you see someone else with his/her little sibling as well. The kid is not playing or mingling with the other kids (s/he is playing with the tablet instead).

Student B: you are at the playground watching your little sibling while s/he is playing with the other kids. Next to you, there is someone who seems to be concerned watching her/his little sibling while playing with his/her tablet instead of playing with the other kids. Initiate a talk, and then discuss this issue. One of you is pro-technology for kids and the other is against.

Topic 2: Working Mothers

Student A: You are a working mother. By the end of the day, you go pick up your daughter from the kindergarten. You find her waiting with her friend, who is also waiting for someone to take her back home.

Student B: You go pick up your baby sister from the kindergarten when you find her waiting with her friend's mom. You are a little outraged because you are against the idea of your mom working and she doesn't spend much time with you. Discuss it with that mother you found in the kindergarten who is with working women.

Topic 3: Job Opportunities

Student A: You are going job hunting. This is the first time you are having a job interview. You are in the waiting room with another person who is also applying for the same job.

Student B: You have been looking for a job for so long. This is now your fifth job interview in a month. Initiate a talk with students A, then discuss job opportunities in your country, unemployment and other related topics**.**

Topic 5: Posting Marks

Student A: You are at the university. The final marks of the first semester have just been posted. You are disappointed because you got a very bad average, and you are demotivated and humiliated because all your classmates saw your bad average, which make you want to give up.

Student B: You are student A' classmate, and both of you got very bad averages. But this has given you a push to work harder for the next exams. However, your classmate is devastated and is complaining about the idea of posting marks and that they should not be exposed.

Topic 6: Private Schools Vs Public Schools

Student A: You have a child who has turned six years old, and now you are on your way to a private school where he is going to be enrolled. You bump into a friend of yours who is also taking her child to school.

Student B: You are taking your child to a public school. On your way, you run into a friend of yours (student A), who believes that public school do not offer a good education. You are against sending children to private schools for some reasons.

Discuss with your friend the difference between private and public schools. State the advantages and the disadvantages of each and express your preferences.

Topic 7: Traditions

Student A: You are attending a traditional Algerian wedding. You are having so much fun because you love how Algerian families still preserve their traditions and customs as a part of their identity.

Student B: You are a guest in the same wedding. You do not really like the ceremony because you believe that some traditions are nonsense and that they should be tossed. You notice how happy and satisfied your cousin is (student A). You initiate a discussion with him/her, and explain why you think that traditions are an obstacle to progress.

Topic 8: Refugees

Student A: You are hanging out with a friend of yours when you find a child refugee begging. You really feel upset about their situation. And you tell your friend that it would be a great idea if they were entitled to education in your countries public schools.

Student B: You are student A's friend. You are completely against the idea of injecting children refugees into your countries public schools.

Topic 9: Censorship

Student A: You are watching news channels with your friend. You notice that one of the channels has censored some important parts from one of the latest news, which another channel did not cut out. You believe that doing that is a good idea and that the news channel took a sensible decision by censoring them for some reasons you have.

Student B: You are with student A. You are completely against censoring news, and against censorship in general. Discuss.

Topic 10: War and Peace

Student A: You are at the coffee shop sipping a cup of tea with a friend of yours (student B), while watching the news. You are upset because of the destruction that wars cause.

Student B: You are with your friend (student A). You believe that wars are an inevitable fact, and that they are sometimes necessary for some reasons. Discuss.

Topic 11: Appearance and Style

Student A: You are at a hair salon to get a new haircut, and to get your hair dyed with a new funky and trendy color, where you meet another customer. The latter does not like dying her hair or wearing makeup as opposed to you.

Student B: You like simplicity in your style (in the way you wear your hair, make-up, and even clothes). While you are at the hair salon, you meet another customer (student A) who is completely different from you, who likes changing her appearance, and loves trying new trends. Initiate a talk then discuss.

Topic 12: Football Hooligans

Student A: You are at the Stadium watching your favorite soccer team playing, but you are not satisfied with their performance. The game is about to end and they are losing the game. The soccer hooligans are starting to scream. There is one of the other team's supporters standing next to you, who seems to be scared of what might happen when the game ends. Start a talk with him about the game and then discuss the phenomenon of football hooligans.

Student B: You are at the stadium and your team is playing a good game. They are winning the match, but you are a bit concerned about what the soccer hooligans might do when the game ends. One of the other team's funs (student A), who seems to be a pacific guy is standing next to you.

Topic 13: Fashion

Student A: You are a fashion addict, and now you are at a department store shopping for some trendy clothes. You believe that it is very important to always wear fashionable clothes, and it does not matter whether they fit you or not. You meet another customer who starts a conversation with you.

Student B: You believe that fashion exists only to make people spend money. You meet a fashion addict in a store that sells very expensive fashionable clothes. You start a conversation with that customer (student B).

Topic 14: Music

Student A: You are attending a music concert. You are disappointed at the quality of lyrics and music nowadays.

Student B: You are at a music concert. You start a conversation with student A about how music has changed.

Topic 15: Generation Gap

Student A: Generation gap is one of the major problems facing families nowadays (children/ grandchildren and their parents/grandparents). Your friend (student B) is facing this problem with his family members. Suggest solutions and give tips on how to act in such a situation.

Student B: There is a huge generation gap between you and your family members, which is causing a lot of problems and misunderstandings among you. The issue is getting worse and you do not really know how to deal with it. Discuss this with your friend (Student A).

Topic 16: Democracy in the Family

Student A: You have very conservative and strict family. You cannot express yourself or live freely. Your parents never listen to your opinion or care about your ideas or decisions as they always impose on you their own. However, you think that this is the right thing to do, and you believe that your parents know best.

Student B: Your family is very democratic and open-minded. They always encourage you to make your own decisions, and they value your thought and your point of view. You are surprised how your friend (student B) can cope with his very strict family. Discuss.

Topic 17: Learning Languages

Student A: You love learning languages, and now you are enrolling in one of the language schools, where you meet an old friend of yours (student B).

Student B: You are very passionate about learning languages. You have recently enrolled in a language school, where you bump into an old friend. Discuss the importance of learning languages, your favorite ones, and the best ways to learn a language and so on.

Topic 18: Books and Movies

Student A: You love watching movies. You have recently watched one that you really loved, but you have been told that it is based on a book in which the story is more detailed and interesting. Someone recommended that you should read it, but you still believe that watching movies is better that reading books.

Student B: You are a book worm. You are now at the bookstore when you and another person (student A) reach out for the same book. Initiate a conversation about the importance of reading books, the difference between books and their realized movies and so on.

Topic 19: Luck or Hard work

Student A: Tomorrow you have a very important exam. You have been studying very hard for it. However, you are not satisfied with your revision, and you wish you had more time so you can work harder and be well prepared.

Students B: You have the same examination tomorrow. You do not really believe in hard work; you believe in luck instead. You meet your classmate (student A), who is really worried About failing or not getting a good mark, although s/he is a hard worker. Try to convince him/her that it is all about luck.

Topic 20: Homeschooling Children

Student A: You have a child who is turning six years old soon. You have decided to homeschool him because you believe that it is the best way to educate and teach a child.

Student B: You heard of what your friend (student A) intends to do. You are completely against the idea, and that s/he is making a huge mistake by refusing to send her child to school. Discuss.

Topic 21: Feminism

Student A: Today's class at the university was about feminism. A concept that you disagree with, and believe that it is overrated.

Student B: You are a feminist. During today's class you noticed that your classmate (student A) is completely against the idea. You have just finished your class, and you want to further discuss the issue with him/her.

Résumé

Cette recherche porte sur l'enseignement de l'expression orale aux étudiants de deuxième année licence au département de lettres et langue anglaise. Elle étudie les méthodes d'enseignement appliquées dans ce contexte pédagogique et tente de déterminer si un programme d'enseignement prédéfini est vraiment disponible. Pour ce, une étude pilote a été menée en administrant un questionnaire aux enseignants, en observant des séances d'enseignement de l'oral et en s'entretenant avec un groupe d'enseignants de ce module. Les résultats obtenus de l'analyse du questionnaire montrent que la plupart des enseignants sont peu conscients des méthodes d'enseignement de l'oral dû à l'absence d'une formation dans le domaine au niveau du département. L'observation des séances sélectionnées et l'entretien ont confirmé l'absence d'un tel programme. Cet état des choses a fait que ces enseignants ont toujours été aléatoirement libres dans leurs pratiques d'enseignement et ont suivi un contenu d'enseignement très hétérogène. Sur la base de ces résultats, une approche éclectique est suggérée ainsi qu'un programme intégré pour enseigner le module d'oral. Un programme aux contours bien définis sera vraiment important et sera réalisé à partir des besoins des étudiants. Un autre objectif non moins important de cette recherche et de mettre en exergue l'enseignement des compétences interactionnelles pour davantage de compétence communicative. Une hypothèse émise est que si les enseignants de l'oral suivaient un programme prédéfini, leur enseignement serait plus cohérent et leurs étudiants obtiendraient de meilleurs résultats. Une autre hypothèse est que si les étudiants étaient initiés aux aspects du discours interactionnel leurs compétences interactionnelles et communicatives s'amélioreraient substantiellement. Les deux hypothèses ont été validées par un prétest et un posttest. Les étudiants du groupe expérimental initiés aux aspects interactionnels de l'oral et aux techniques de la conversation ont considérablement amélioré leurs compétences interactionnelles et communicatives.

ملخص

نسعى من خلال هذه الدراسة إلى استكشاف الطريقة أو الطرق التي يدرَّس بها التعبير الشفهي لطلاب السنة الثانية ليسانس في اللغة الإنجليزية في قسم الآداب واللغة الإنجليزية ومعرفة فيما إذا كان ثمة مقرر محدد مسبقا لتدريس هذه المادة. ولقد اجريت دراسة تجريبية من أجل ذلك باستعمال استبيان وزّع على عينة من الأساتذة ومن خلال معاينة حصص تدريسية قاموا بها وإجراء حوار معهم. ولقد أظهرت نتائج الاستبيان أن أغلبية الأساتذة لا يعلمون إلا القليل عن مناهج تعليم التعبير الشفهي وذلك نتيجة انعدام أي تكوين في هذا المجال على مستوى القسم. وأثبتت المعاينة والحوار غياب مقرر لتدريس هذه المادة مما جعل الأساتذة أحرارا في تدريسهم لكن بصورة اعتباطية إذا يقدمون محتو يختلف من أستاذ لآخر ولا انسجام فيه بينهم. ويُقترَح في البحث اقتراب انتقائي ومقرر اندماجي لتدريس هذا المقياس. ويتم ذلك بعد البرهنة على أهمية تصميم مقرر واضح المعالم ينطلق من حاجات الطلبة واهتماماتهم. ومن أهداف البحث التي لا تقل أهمية هو إلقاء الضوء على تدريس المهارات التحاورية من أجل كفاءة تواصلية أحسن. ولقد افترضنا أن اتِّباع الأساتذة لمنهج محدد مسبقا سيؤدي إلى تدريس أكثر إحكاما وسيحصل الطلبة على نتائج أكثر انسجاما. كما افترضنا أن تدريس معالم الخطاب التحاوري سيؤدي إلى تحسين طرق التحاور لديهم وينمي كفاءاتهم التواصلية. ولقد تم التحقق من الفرضيتين باختبار عينة من الطلبة قبل تقسيمهم إلى فوجين أحدهما تحكمي والآخر تجريبي. ولقد تمكن طلبة الفوج التجريبي مقارنة بالفوج التحكمي من الحصول على نتائج منسجمة و تحسين مهاراتهم التحاورية وكفاءاتهم التواصلية مما يؤكد فرضيتي البحث.